



# *The Nation's* **Schools**

**APRIL 1951** *New jobs for school research • Detroit prepares for  
bombs • All share blame in Oglesby incident • Psychologist defends  
competition in schools • Helping young people adjust to  
period of crisis • Taking garage to bus • Functional window design*



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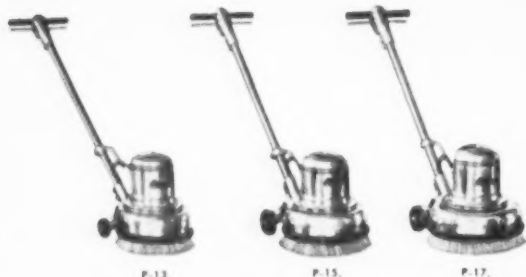
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The NATION'S SCHOOLS



# The Nation's Schools

THE MAGAZINE OF BETTER SCHOOL ADMINISTRATION

APRIL 1951

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# AMONG THE AUTHORS



Douglas E. Scates

Research, statistics and psychological and allied subjects have claimed the time and attention of DOUGLAS E. SCATES ever since he was graduated from Whitworth College, Spokane, Wash., in 1922. In the intervening years he has been an instructor in the department of education at the University of Chicago, assistant professor of education at Indiana University, director of research and statistics for the Cincinnati schools, professor of education at Duke University, and director of research in scientific personnel for the American Council on Education. He now is professor of education at Queens College, New York City. Dr. Scates tells on page 31 about trends and current problems of research in the school field.

In an epilogue to an article published in *The NATION'S SCHOOLS* in April 1952, JOHN GUY FOWLKES discusses (p. 41) advances made in the field of school administration during the last 19 years and some of the steps that still need to be taken. Dr. Fowlkes is dean of the school of education at the University of Wisconsin; he joined the university's faculty in 1922, when he was appointed assistant professor of education. Before he went to Wisconsin, Dr. Fowlkes held teaching and administrative positions in schools in Arkansas and New York. He has been a member of *The NATION'S SCHOOLS* editorial advisory board since 1928.

In the Great Lakes area once inhabited by Chief Tecumseh and his tribe, EARL H. PLACE now administers the schools of a town named for the Indian chief, Tecumseh, Mich. Mr. Place went to Tecumseh in 1948, the year construction work began on the town's new high school (p. 50). Previously he had held school positions in several other Michigan towns. He had been an instructor at Hillsdale, principal of the central elementary and junior high school and later of the senior high school at St. Johns, and superintendent at Reed City. His hobbies are photography, gardening and fishing.

When he's not "fighting" bus schedules, JOHN HEIM, supervisor of transportation for the schools of Prince George's County, Maryland, is a farmer. He spends his spare time on his 180-acre farm, located between Washington, D.C., and Annapolis, Md., supervising the raising of tobacco

and beef cattle. During the war he served four years as a lieutenant in the navy, including 20 months in the Pacific area. Before he accepted his present position in 1947, Mr. Heim was an industrial arts teacher in high schools at Upper Marlboro and Laurel, Md. He tells on page 78 how Prince George's County has cured some of its transportation headaches.

Principal HENRY C. JENSEN and the other members of the high school faculty at Greeley, Colo., are trying to help their students solve life adjustment problems caused by the present world situation (p. 57). During World War II Mr. Jensen flew 35 missions over Germany as a bombardier with the Eighth Air Force. After the war he served as superintendent of schools at three Nebraska towns, Max, McCool Junction, and Scotia, and then was named deputy state superintendent of public instruction in the Nebraska State Department of Public Instruction. He accepted his present position in 1950. Mr. Jensen's hobby is collecting chess men.



H. C. Jensen

A way of determining whether a film commentary is suitable for little Susie, aged 8, or her big brother, Johnny, aged 12, is discussed by WILLIAM HOMER ALLEN on page 74. He developed the plan as part of his work for his doctoral degree at the University of California. Dr. Allen formerly was an elementary teacher in California schools, an army captain (from 1941 to 1946), consultant in audio-visual education for the schools of San Bernardino County, California, and coordinator of audio-visual classes for the university extension, University of California. Now he is assistant professor of education at San Diego State College, San Diego, Calif.

A. V. OVERN didn't start his career in education at the bottom of the ladder; he began as a superintendent at Hills, Minn., in 1917. His next job also was a superintendency, at Alden, Minn. Later he was a high school principal at Hutchinson, Minn., an instructor in education at State College, Brookings, S.D., head of the department of education at Augsburg College, Minneapolis, and professor of education at the University of North Dakota. Since the death of Dean J. V. Breitwieser in an airplane crash last spring, Dr. Overn has been acting as director of the university's graduate division and editor of the school of education *Record*. On page 64 he discusses the school as a part of the community.



Earl H. Place

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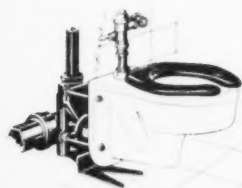
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# Roving Reporter

**School Children "Adopt" Cargo Liner . . . Elementary, Junior High Schools  
Organize Garden Clubs . . . Teachers Board Buses to Visit Pupils' Families  
. . . Boys and Girls Spend Vacation Studying Intensive Disaster Aid Course**

FIFTH AND SIXTH GRADERS in the Grove School at Ontario, Calif., have "adopted" the \$5,500,000 cargo liner *S.S. Mormacdon*.

Copies of the Adoption Certificate, designed by the youngsters and replete with gold seal and the school's red and yellow ribbons, are displayed in the children's classroom and in the passenger lounge of the ship.

On the classroom bulletin board, in addition to photographs of the ship and its commanding officer, is a large map of South America. The pupils pin a special "house flag" on the map to mark the ship's progress.

As their teacher, Mrs. Betty Christian, had hoped, the children now are showing a great deal of interest in the study of South America. In addition to learning geography by following the vessel's trip, they are studying the imports, exports and customs of the people as the *Mormacdon* makes its South American ports of call.

Capt. W. R. Whilden sends the children a weekly newsletter and has promised to include foreign stamps, coins and newspapers of interest. When the ship docks in Los Angeles he plans to go to Ontario to visit the class.

Mrs. Christian made arrangements for the "adoption" with the shipping company and with Captain Whilden.

WHEN SPRING ARRIVES in Columbus, Ohio, elementary and junior high school pupils begin thinking about their gardens.

The school's garden director calls a meeting, usually in March, of teachers who have volunteered to act as garden sponsors; at this meeting the year's program is planned. Each sponsor then organizes a garden club in his school, usually fourth, fifth and sixth graders are the most interested in the project. The pupils elect their own officers.

Before the summer vacation begins,

each club holds several meetings at which the gardens are planned, seeds and plants are selected and distributed, and the children's various garden problems are discussed.

During the first part of the summer the club members take garden hikes, during which they identify plants and discuss best gardening methods. Garden exhibit meetings, held at 26 school playgrounds, begin about the fifth



week of the vacation period. The children's exhibits consist of many products from their gardens, such as individual vegetable plates, canned fruits and vegetables, and potted plants.

In some areas gardens are planted for recreational and esthetic purposes, while in other areas vegetables from a child's garden are a major part of his family's summer food supply.

During the second week of school in September a garden exhibit is arranged in each school. Several P.T.A. workers or local adult garden club members are invited to judge the exhibit. Blue and red prize tags and white "honorable mention" cards are given for the best products exhibited.

MORE THAN 75 per cent of the pupils enrolled in the public schools at Vanndale, Ark., ride to school in buses. So large a territory is covered by the bus routes that the teachers did not know the parents of many of their pupils.

Because they felt it was important to know something about the parents and the home background of each

child in the school, the teachers decided to visit each home in the district. They spent three days making the home visits, they met at the central school and boarded a school bus, which took them to the homes of the children.

The teachers feel that the visits gave them a better understanding of the children and the ability to meet the pupils on their own levels. The parents were happy to see the teachers, and most of them promised to visit the schools and to work more closely with the faculty members.

SIXTY-FOUR NEW YORK CITY boys and girls spent a week's vacation in January learning skills they hope will be needed only for the services to veterans and children that are the purpose of the Junior Red Cross. But if a disaster should occur in the city, they will be prepared to give nursing aid.

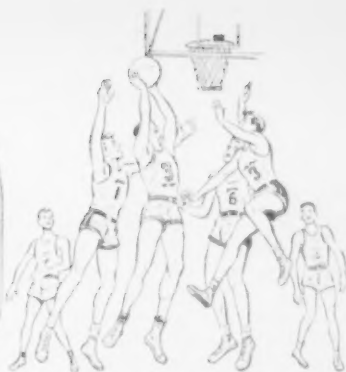
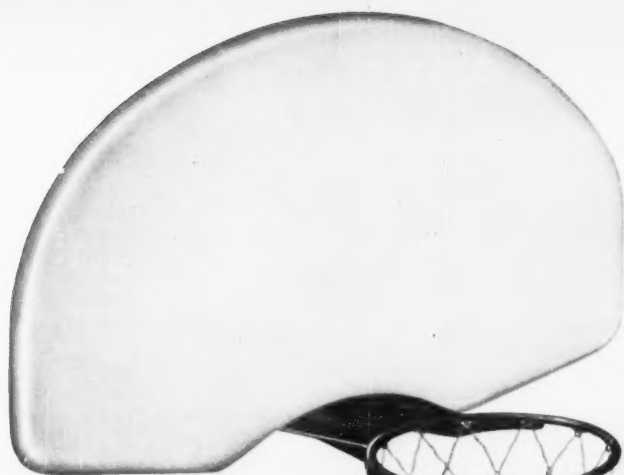
In a country inn at Bear Mountain, N.Y., the high school sophomores took a 10 day course, telescoped into five days, covering activities of the Red Cross, such as the blood program, home service, nutrition, disaster relief, and home nursing.

Both boys and girls attended home nursing classes. They studied symptoms of illness and learned to read thermometers, give alcohol rubs, bathe a patient in bed, and change bedding with the patient in bed, as well as other home nursing practices.

The youngsters also made colored paper favors for dinner trays in veterans' hospitals and bright flannel slippers for hospital patients. Children in hospitals and orphanages will receive rag dolls and calico cats stuffed by the New Yorkers.

The 64 students represented every New York City high school. When they returned to school, their immediate job was to help expand Junior Red Cross units in the city.





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## Questions and Answers

### Lay Groups Work on Curriculum

How successful have lay groups been in working with teachers to revise the school curriculum?

Although lay group cooperation in revising the curriculum is still in its infancy, we can report a satisfying degree of success. For example, our curriculum council, which meets every month to learn to understand better and to improve the educational program, includes representatives from the parent-teacher association, local labor unions, the junior chamber of commerce, the social agencies, the federation of churches, and the American Association of University Women. These representatives or their alternates attend the curriculum council meetings regularly, take part in the discussion, and help make recommendations for curriculum improvement.

Furthermore, physicians, dentists, the local safety director, local policemen, parents and students worked with our teachers on the building of a health and safety program for the entire school system.

Our vocational classes for senior high school were planned cooperatively with members of the local personnel association. These lay persons were helpful in suggesting materials for study, places to visit, and resource persons. This course is evaluated cooperatively each year and has shown steady improvement.

Camping experiences and excursions for young people are often planned cooperatively by parents, teachers and students. Some parents not only have helped plan these experiences but also have taken part in them and helped to evaluate them.

We have just completed a new social studies program for the entire school system through the joint efforts of teachers, parents and students. The lay persons were particularly helpful in suggesting valuable community resources. At the present time we are inaugurating a study of our reading program. The over-all reading committee is composed of parents and teachers in equal numbers. The purpose of the committee is to understand

and to improve our reading program through cooperative effort.

Yes, we are finding that lay persons can work successfully with us in improving our curriculum, although we have merely scratched the surface of this great resource. Sometimes lay participation is difficult to obtain because both teachers and lay persons feel insecure when they start to work together, but this feeling soon wears off when they get to know one another and to develop sufficient rapport for giving and taking ideas. However, we have found the results worth the effort since lay participation in curriculum improvement broadens the horizon of both teachers and lay persons, increases the lay understanding of curriculum changes, and enhances community support of our educational program.—**THERAL T. HERRICK**, director of curriculum, public schools, Kalamazoo, Mich.

### Aid From U.S. Office

What assistance may state departments of education receive from the school plant section of the U.S. Office of Education? What help is available to local communities?

We assist state departments of education in setting up programs for distributing state financial aid and in setting up state supervisory and advisory services for school plant planning and management.

Periodically we try to get together with various groups of state school plant directors or supervisors to discuss procedures. Two examples of such meetings are the Central States Conference of State Departments of Education, at Lake Ozark, Mo., and the Interstate School Building Service meeting at George Peabody College for Teachers, Nashville, Tenn., both in 1949. The first offered advice on state school plant administration; at the latter, 18 or 20 state school plant specialists worked out some guides for administering state school plant programs. We provided consultative services for the Nashville meeting.

In dealing with school districts, it is our practice to work through state

departments whenever possible. We do provide such direct services as our limited staff will allow. For example, a great deal of information is provided in answers to letters from school districts.

In addition, we work with state departments in helping them evaluate building needs and in setting up school plant programs in various districts. For instance, not so long ago a group of school districts in a western state and the state education department requested the Office's school plant section to assist them in planning an over-all program for both district organization and school plant development in that area.

We also serve as consultants for regional conferences—**N. E. VILES**, specialist, school plant management, U.S. Office of Education.

### College Entrance Policies

Which group should formulate policies for college entrance and attendance—the secondary schools or the colleges?

There are many ways of answering this question. The traditional answer has been to permit the colleges to tell the secondary schools what they wanted. Dissatisfaction with that solution has been growing. It has proved particularly obnoxious to those who think that the public secondary school is the school for all of the people and should be concerned primarily with such matters as general education, citizenship, vocational education, character education, community participation, and the like. Scientific studies of predictions of college success and of the efficacy of prerequisites have materially undermined the position of those who wish to consider our public secondary schools as "college prep" schools. Accreditation schemes and college board examination schemes probably belong to another age.

My answer to the question would be that college admissions policies should be cooperatively developed by secondary school and college representatives. The Michigan secondary school-college agreement program



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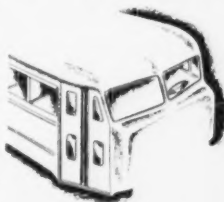
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makes concrete the meaning of that answer. Following chronologically the Eight Year Study of Secondary School-College Relations came the Michigan Study of the Secondary School Curriculum, a 12 year effort that is just ending.

The experiences of the two study groups impressed upon the minds of many people in Michigan the need for better secondary school-college relations. As a result, the Michigan Secondary School Association, the Michigan College Association, the Michigan Association of School Administrators, and the Michigan Department of Public Instruction, along with their constituent elements, entered into the secondary school-college agreement. Under that agreement secondary schools are accepted on application after they have subscribed to the conditions of the agreement.

At the present time 39 Michigan institutions of higher education, including all members of the North Central Association and 12 schools of nursing, as well as 130 secondary schools, including 129 public secondary schools and one private secondary school, have subscribed to the charter. There is a state committee that gives leadership to the movement. There are five regional associations of schools and colleges as well.

Research is conducted by the various secondary schools. Faculty meetings and workshops are held. Regional conferences are held several times a year. The progress of the agreement is reviewed at meetings of the constituent associations. State meetings dealing with evaluation of the progress of the program are held. In all of these conferences secondary school people and college people rub shoulders, become acquainted, help one another, and move toward a deeper understanding of the cultural and educational problems of secondary and higher education. The cooperation has exceeded the wildest expectations of any of those who helped develop the program. Thus I would say that the answer has been fully justified.

One warning should be given. Such cooperative relationships cannot come into existence by fiat or even within a period of a year. Interested persons and associations must start a developmental program if they wish to improve relationships in any given state. — G. ROBERT KOOPMAN, *associate state superintendent of public instruction, Lansing, Mich.*



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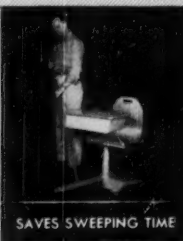
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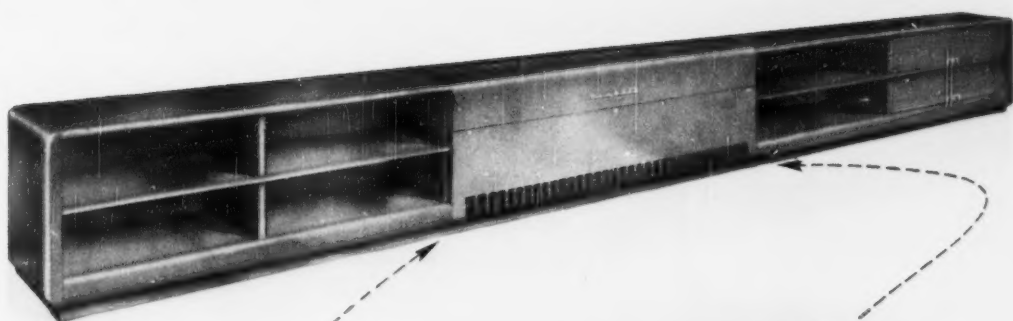
A black and white photograph of a woman with short dark hair, wearing a dark jacket, sitting in a swivel chair and operating a large, complex control console. The console is filled with numerous knobs, switches, and dials. It is mounted on a large, dark, rectangular base. The woman is looking intently at the controls. The background is dark and indistinct.

**RCA**

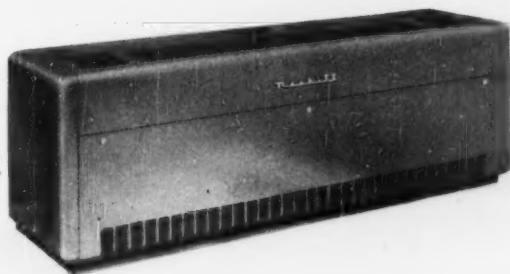
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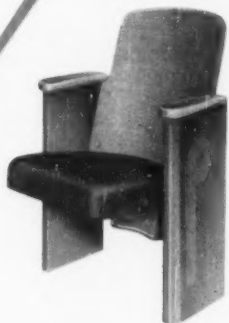
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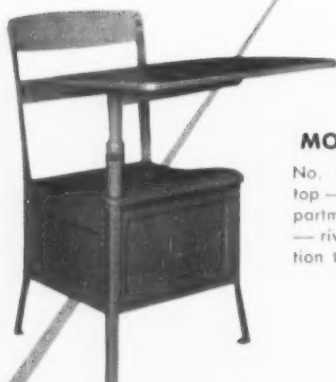


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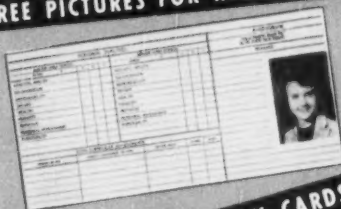


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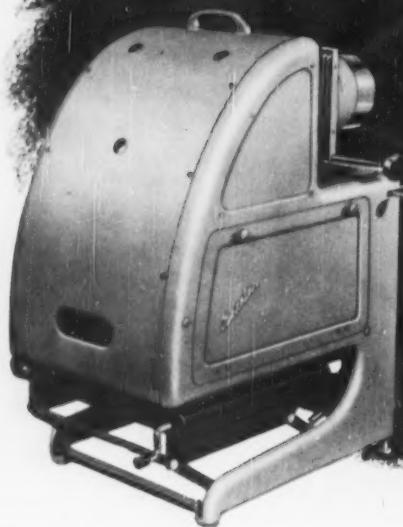
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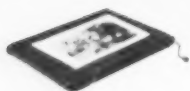






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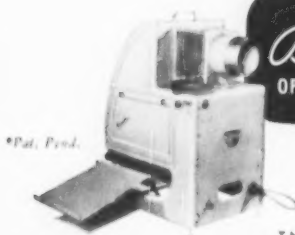
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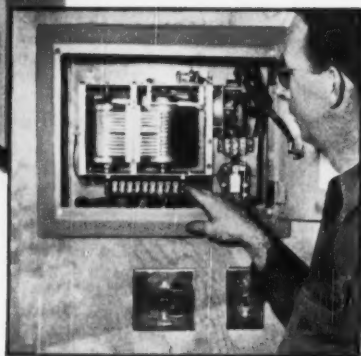
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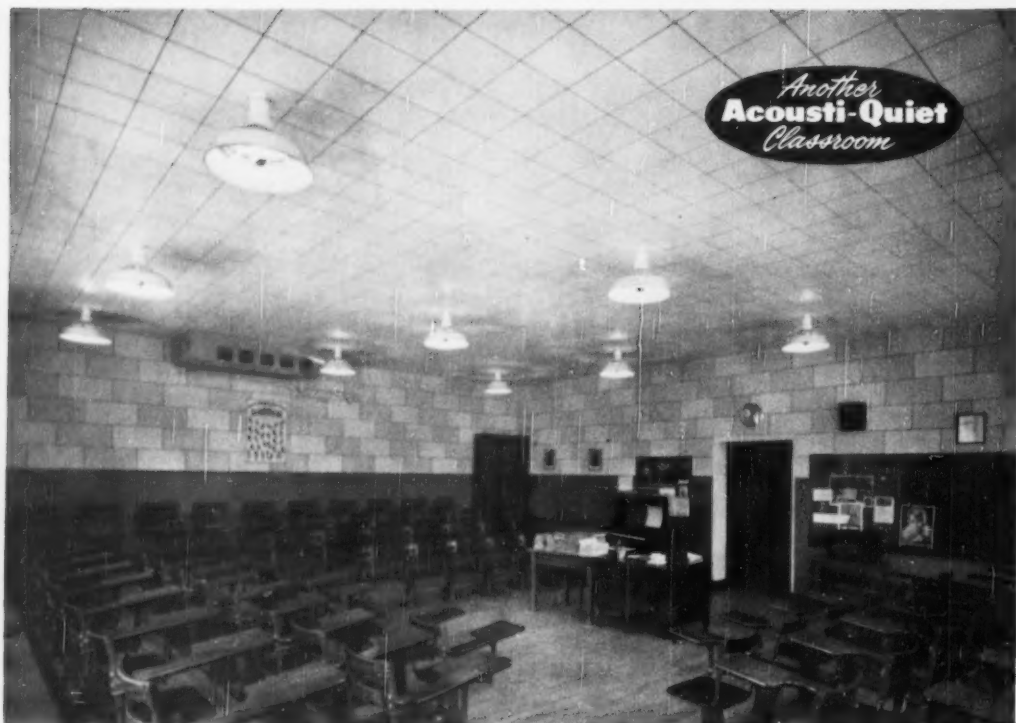


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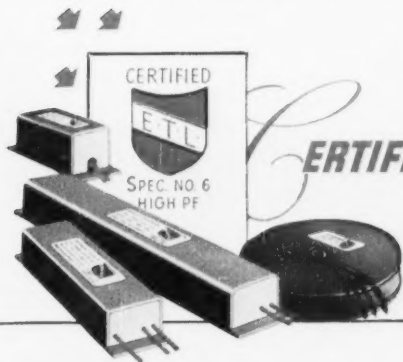
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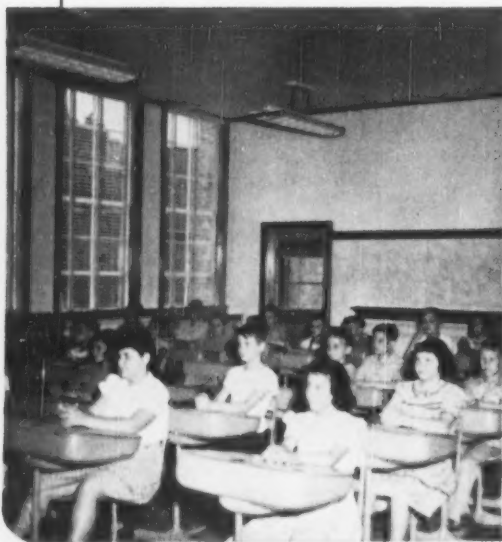
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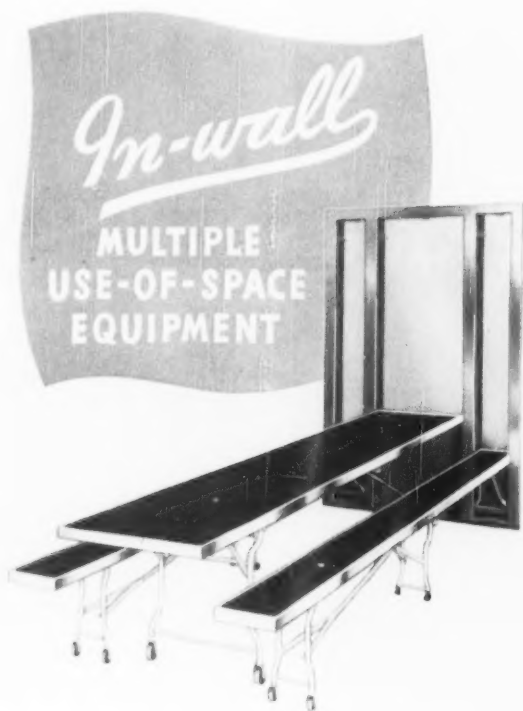
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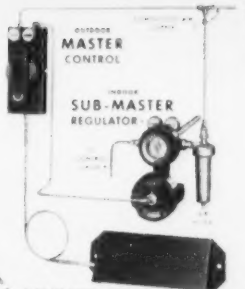


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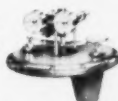
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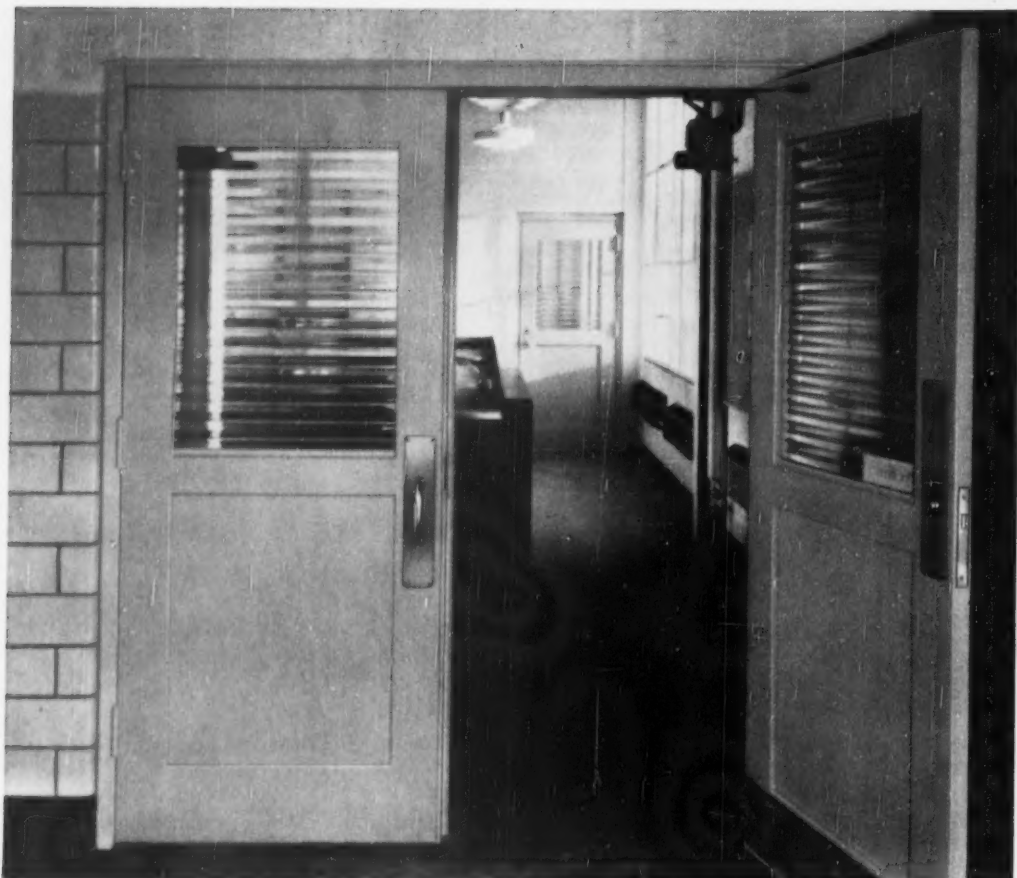
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# Looking Forward

## Daydreaming About Priorities

**I**T'S A bold thought, but rather hopeless. The New York Commission on School Buildings has the audacity to presume that a state agency might be a better clearinghouse to assign priorities for the construction of school buildings than the time-consuming, repetitive processes now being organized for the U.S. Office of Education.

Headed by Lt. Gov. Frank C. Moore, the commission argues that a state agency familiar with the relative school needs of various sections and with the state's own building program should be the responsible group for determining priorities. Surely it would be a saving in time and money if requests could be cleared through 48 regional offices rather than being jammed into a Washington bottleneck. All of which, however, comes under the heading of daydreaming.

## Earmarks of a "Front" Organization

**W**HEN individuals or organizations attack our schools, how can we know whether their criticisms are honestly intended? Are there reliable methods of identifying a "front" or propaganda group having selfish or vicious motives? If so, what are they?

An undercurrent of genuine alarm pervaded the A.A.S.A. convention in Atlantic City as speaker after speaker presented tangible evidence of concerted and concealed attacks upon the full, free operation of public education. Investigations by various groups, including the House Select Committee on Lobbying Activities, have brought to light the expenditure of large sums and the activities of many groups in pressure campaigns that directly or indirectly threaten the structure and purposes of public education.

On the constructive side, the nation has seen during the last two years, under the leadership of the National Citizens Commission for the Public Schools, the organization of many lay citizens' groups whose interest and services to public schools are entirely commendable.

How, then, does one separate the wheat from the chaff? What are the earmarks of organizations whose unethical methods should be more widely known?

He who has nothing to fear should have nothing to hide. Applications of this truism suggest a number of characteristics by which a front organization may be identified.

Since such groups usually hide behind a deceptive name, the first step is to insist that the suspected organization identify itself as to its leadership, its membership, and its financing.

Who are the individuals back of the movement? From whom do they obtain money, and how do they spend it? By whom are policies made? To whom are the leaders responsible?

Is it controlled by a self-appointed, self-anointed clique answerable to no one other than itself? Does it seek donations for its cause rather than invite participation by a membership which also would have something to say about how the money is spent?

By whom is it endorsed? Who are its co-workers? Have impartial, reliable groups studied and approved the organization and its program?

These are questions a front organization is reluctant to answer. If it is unwilling to tell the schools and the public the manner in which it is organized and operated, it certainly cannot expect the public to trust its motives.

But such information is seldom available. Professional manipulators of such movements take the attitude that the financing and control of their organization is none of the public's business. And the public is virtually helpless. Existing laws and agencies seldom are effective in obtaining such information, although the Congressional investigation of lobbying has thrown some light in this direction.

Damaging evidence against front organizations is the record of their own activities. "By their fruits ye shall know them." Have they really operated to aid schools? Or are they usually involved in some destructive or delaying movement against public education? Allen A. Zoll, executive vice president of the organization that uses the misleading name of National Council for American Education, recently told a Michigan group: "We form Hell-Raising Groups to find out what is being taught in the schools and then we raise hell about it."

Another earmark is the underhanded method of operation. Does the propaganda group or its representatives work directly with the legally constituted agencies in the community? Does it come to the school board to seek facts and present ideas? Does it face a group of teachers or the P.T.A., or does it move quietly and under cover, stirring up discontent by appealing to prejudice and by misrepresenting facts?

Any fair-minded or well-intentioned group will take its case to the people *openly*, through the channels that the state and community have established for such purposes.

Another characteristic of most propaganda movements is the wide distribution of printed materials. Anyone who has examined much of this material knows that the agitators appeal to prejudice and fear. They create confusion

by using false definitions and by exploiting half-truths. If the intended criticism is sincere, it will be supported by established and acceptable evidence. The presentation of facts will permit the reader to reach his own conclusions rather than tell him what to think.

Where can the administrator turn for help and information? That's the question most difficult to answer. The N.E.A. Defense Commission is doing heroic work, but its facilities are limited.

Valuable help can be provided by volunteers in the field. If you have evidence of these attack groups in your own community, we suggest that you send the facts to the N.E.A. Defense Commission.

Publications, such as *The Nation's Schools*, can reveal and interpret facts already established, but they are not primarily research or investigating agencies. However, this magazine will continue its series of articles presenting known facts about organized attacks on public schools.

Meztime, effective work can be done in the local community. Start a counter-offensive by acquainting the public fully with the real nature and program of public education, while at the same time you expose the motives and methods of those who do not want to play fair with the schools.

### **Tweak for Tweak**

WHAT a dollar buys nowadays is hardly worth sneezing at. But a superintendent in a small north central town probably won't agree. For him it bought too much—two tweaks of his nose. A citizen thus disagreed with him about school policies. The justice of the peace fined her \$1.

This community certainly can't say its chief school administrator is unapproachable. But in this era of democratic administration, group dynamics, and the two-way road of school community relationships, it would seem that the superintendent should have the same right to tweak a parent's nose at the prevailing bargain rate of 50 cents a tweak.

### **Deliberate Confusion?**

IS THE Pentagon deliberately confusing the issue of universal military training? Earl C. Kelley, professor of secondary education at Wayne University, raises this question when he writes:

It is not necessary to fasten universal military training on our country in order to draft 18 year olds. The draft and UMT are two entirely separate matters. I think UMT is an effort on the part of the military to get control of at least part of education. I see no reason for mixing these two issues unless the people who are trying to mix them want to confuse the American people and put over UMT in a period of hysteria.

Prof. Kelley suspects military strategy that other national leaders, such as Edgar Fuller, executive secretary of the National Council of Chief State School Officers, and Richard B. Kennan, secretary of the N.E.A. Defense Commission, also have questioned. If this country still has a representative form of government, surely it is reasonable

to ask that Congress decide each of these two issues on its own merits.

### **Permanently "Temporary"**

THERE is no such thing as a temporary school building.

The temporary building is indefinitely permanent. Such is the opinion of the school planning chief for a state department of public instruction.

Another school building consultant commented: "If we could build a school like the one-hoss shay so we could be sure it would go to pieces all at once at an appointed time, we might be able to do more with the temporary school building program. Experience has demonstrated that the so-called temporary building remains in use as long as there is need for schoolhousing facilities, unless it is destroyed by fire or cyclone or is condemned as physically unsafe.

### **Helping the Enemy**

FROM leaders of the nation comes an appeal to stop this business of name calling. In the words of Edward L. Bernays, public relations counsel: "Any man who acts at the country's expense helps the enemy. If he injures his country's strength, he destroys everything he values for himself. Acting at America's expense includes . . . slander, hate, rumor-mongering and scapegoating at the expense of public officials or private citizens."

It's time to stop the smearing tactics of such writers as 70 year old B. C. Forbes, editor and publisher of *Forbes Magazine*. In a signed editorial entitled "Treacherous Teachers," Mr. Forbes asserts that "thousands of teachers are pink."

He does not define the meaning of "pink," nor does he offer any explanation as to how he has determined that thousands of teachers are "pink."

In any of our occupational groups numbering a million or more people, there undoubtedly are a few who are traitors to themselves, to their fellow workers, and to this nation. But no one is more anxious than the teaching profession that alleged Communists either be identified or cleared of suspicion. Certainly the trial of the eight accused in New York is evidence of this determination.

To use again the words of Bernays, anyone who attempts to discredit the loyalty and patriotic service of the great army of teachers is "helping the enemy."

### **A Leg to Stand On**

IT IS reported that a certain tribe, presumably backward and uncivilized, discourages long public speeches by requiring the orators to stand on one foot while talking. This tribal custom is recommended for consideration by those who will plan discussion groups for the A.A.S.A. meetings next year. It might discourage the reading of long papers and guarantee that some time would be left for actual discussions.

*The Editor*

THE NATION'S SCHOOLS

This article begins a series on the significance of educational research to school practice. The series is sponsored by the American Educational Research Association; individual articles will be prepared by members of the association who are well known for their competence in each field.

The time is appropriate for a renewed interest in the applications of research. We must re-examine the facts on learning, particularly as they are related to the fundamental subjects. We must continue to seek ways to measure changes in attitudes and the less tangible outcomes of effective modern teaching. We must discover how to pass along to each new generation of teachers the findings of experience and research. We must provide the public with evidence that modern methods of instruction are more efficient than those of the past. We must clearly demonstrate that teaching is both a science and an art requiring a high degree of competence motivated by social vision.—FRANK W. HUBBARD, secretary-treasurer, American Educational Research Association.



Nonresearch people now participate in action-research programs.

IN THE past third of a century research has come to the fore in many fields of American life in an amazing way. Never in the history of mankind has the growth of research been so rapid. If we take industrial research, for example, we find that it quadrupled between 1920 and 1930 and doubled again between 1930 and 1940.<sup>1</sup> The figures for the last decade are not yet in, but research expenditures are certain to keep pace with production and will show continued rapid expansion.

Since World War I government has entered the field of research in a large way. The armed forces are spending heavily for research, both physical and psychological. The National Science Foundation was established last year as an expression of the permanent interest of our government in fundamental research.

Why has our country thus turned so generally to research? The answer is that the conditions of living have been undergoing a fundamental change. There was a time when "want to" plus energy would normally guarantee success. But since World War I life in America has become much more technical. We have grown beyond the stage when common sense is a sufficient guide and "anybody" can achieve his goals by hard work. In this new era it has become necessary to study, through research, the *means* by which

*We're in a new era of*

## **PUBLIC SCHOOL RESEARCH**

**DOUGLAS E. SCATES**

Professor of Education  
Queens College, New York City

goals can be reached and by which they can be achieved economically.

What has happened, during this era of astounding expansion in general research, to research in city school systems? The answer is that it has followed somewhat the same course as other research. In brief, we can say that it was born, it flourished, and then it proliferated into a variety of forms. Public school research is now ready for a second cycle of growth in these different specialized forms—and, if it keeps pace with the general tide

of progress, it is destined to grow more rapidly than it did in its first cycle.

This brief statement can stand amplifying. The first city research bureaus were established in the teens of this century.<sup>2</sup> They were created from a variety of motives and were expected to perform a variety of different services. They were, however, always technical, rendering a type of

<sup>1</sup>Bush, Vannevar. *Science: the Endless Frontier*. Washington, D.C., U.S. Government Printing Office, 1945, p. 80.

<sup>2</sup>Scates, Douglas E. *Research Bureaus*, *Encyclopedia of Educational Research*, revised edition, New York City, Macmillan Company, 1950, p. 1051.



Photo by Lill and Al Brown

Administrators are interested in research only as its findings can be applied to improve schools and to give children a better education.

service which was new to education— which was completely unknown at the beginning of this century.

Just as the great society of which our schools are a part has grown ever more technical, more exacting in its processes, more demanding in the detailed adaptation of productive factors to goals, so progress in education has been accompanied by its increasingly refined technology. We likewise have grown demanding—we substitute measurements for surface observation, we count instead of guessing, we seek facts instead of being arbitrary. We set analytical standards and then apply them instead of making crude, overall judgments. We appraise constantly.

#### RESEARCH BUREAUS

In accordance with these new needs, generated by an increasing demand for accuracy, we find research bureaus in city schools rendering many services. Some give achievement tests according to a more or less regular schedule. Most administrators feel the need for a continuing check on the work of their system. Some of these testing

bureaus will make and standardize their own tests; some will make an analysis of the results and suggest steps for teachers and supervisors to follow up.

#### SPECIALISTS NEEDED

Intelligence testing, with its closely related clinical work, is now an important service in many school systems. Pupil personnel work—diagnosis of learning difficulties, personality and adjustment problems, remediation—calls for the skill and training of a specialist. Whether one calls these services "research" depends on the particular school system. All of them have been performed by research bureaus at one time or another. They are, in any case, technical and demand instruments and insights that were not possessed 50 years ago. They are part of the process of making education effective. They pay their way because without them almost the entire cost of education is wasted on many children.

Research services are not wholly for pupils. They are also for teachers and administrators. Curriculum development, while not completely research,

may involve considerable research. It may also follow a pattern that removes it far from the level of common thinking. That is, an analytical structure of goals and standards may be established, and learning experiences may be chosen accordingly. These are then evaluated by planned trial and careful testing. Certainly this process is something different from merely going along with tradition and common practice.

#### TECHNICAL SERVICE

The administrative side of education has a continuing need for technical service. Pupil accounting, including various forms of census and regular reporting, not only prevents many children from getting "lost" but provides necessary figures for operating the school system. The studies that grow out of pupil trends and shifts are basic to all administrative planning. Studies of building needs and the establishment of a building program depend in part on long-time records and forecasts of pupil population. Other aspects of business administration offer many opportunities for study.

Teacher accounting is necessary to comply with state reports; also it is essential for good administration. It is an integral part of salary studies, and these are needed alike by the board, the administrator, and the teacher. Studies of current and future needs for teachers must feed back into the training schools of the region as well as furnish the basis for defensible budget making.

New forms of service are, however, emerging. All of those that have been enumerated represent variations of the kind of technical service that has been developing and expanding since the time of World War I.<sup>3</sup> They have been inventoried in a number of national surveys.<sup>4</sup> Certainly they are

<sup>3</sup>Scates, Douglas E. Training for Research in the Light of Field Requirements. *Elementary School Journal* 33:96 (October) 1932.

<sup>4</sup>Liu, Bangner A. Educational Research in Major American Cities. New York City, Kings Crown Press, 1945. Wursky, Jonas. The Organization and Functions of City School Research Bureaus. *American School Board Journal* 96:25 (April) 1938. Scates, Douglas E. Public School Directors of Research Look at Their Positions. *Educational Research Bulletin* 17:115 (May 11) 1938. Herbst, R. L. Functions of Bureau of Research. *Journal of Educational Research* 24:172 (December) 1931. (Also his doctor's thesis at Harvard University, 1930.)



services that any administrator will desire in order that he may operate his school system in keeping with increasingly sharp demands of our mid-century civilization.

These forms of technical service are not, however, enough. The administrator is coming to desire more than continued study or measurement or construction in assigned areas of responsibility. He is concerned with the value of these facts and insights and products *for use*. He wants to see them affect practice. His interest is not in bringing the materials into existence but in utilizing the materials so that they will make a better school system and give a better education to the children.

#### ENTER: ACTION-RESEARCH

As an outgrowth of this genuine interest in getting research to yield returns to the school system as quickly and as generally as possible, there has sprung up a new form of emphasis that may be called action-research. Its distinctive feature is that it is designed to produce facts or understandings that will be put immediately to use. It represents a short-circuiting of the two separate steps of fact finding and applying—possibly with some benefit to both.

This relatively new form of work has been described in various places.<sup>5</sup> It engages from the first those persons who will eventually be interested in using the findings. That is, *non-research* persons (teachers or principals or citizens) participate in all phases of work, from its early beginning to its tryout during practice. It is designed to be essentially practical; it does not make demands on the school system that cannot be met. It is modifiable and adaptable as it proceeds; the plans change as conditions seem to warrant.

Three types of studies that fit readily into the pattern of action-research are described by J. Wayne Wrightstone, director of the bureau of educational research for the New York City public schools.<sup>6</sup> The first of these is a diagnostic type of study that analyzes a problem situation in order to ascer-

tain its strong and weak points. A second type is a survey, which is similar to the diagnosis but more widespread and less intensive. The third type is experimentation, in which something new is tried out.

In the abstract, these are standard types of research; in an action-research program, however, they would assume a different character; they would be approached in a cooperative, less formal, but more meaningful manner. They would involve those who were actually facing the problems and struggling with ways to meet them.

Another new development in public school research serves several ends. This is the Metropolitan or Community School Study Council. Its nature and activities are well described by Paul R. Mort,<sup>7</sup> who has been a leader in the work. There have been a good many reports representing the work of such councils, and a number of other writers have described the values of this form of cooperative research.<sup>8</sup> These councils exist in from 15 to 20 communities, according to the last information obtained, and a number of them publish their own magazines. These study councils are likely to be composed not of research workers but of school principals and superintendents, with a certain amount of expert research talent being available.

#### PRACTICAL PROBLEMS

Such councils are almost certain to deal with practical problems, for they are composed of practical persons. The studies are likely to be of the "action" type, partly because they are practice oriented, partly because they are cooperative, and partly because of the organizational structure of the council. The councils are supported financially in various ways, but commonly the different school systems pool some of their resources. Such organizations therefore permit studies to be made which the individual school system could not of itself afford, and, because of the interchange of ideas that takes

place, more penetrating studies are likely to be made.<sup>9</sup>

The concept of action-research, and the organization of suburban school systems into groups, are two movements that open up many possibilities to the school administrator. The first is open to many school systems; it is primarily a matter of "getting started." Groups of teachers or principals will find plenty of problems to work on. Enough technical knowledge of research procedures and cautions can usually be obtained to help in guiding the work. The interested administrator merely needs to afford a moderate amount of leadership—and the work is under way.

The study council calls for cooperation on a broader base but permits larger studies to be made and gives returns to a larger number of teachers and pupils. It is a movement that is greatly to be encouraged.

A number of research bureaus are now pooling their efforts in another way: They exchange their findings. The American Educational Research Association has set up machinery for facilitating such exchanges between research directors who are members of the association.<sup>10</sup>

The demand for research and technical services in education is bound to increase. We are living in a technical age. These services are paying dividends in other fields. Education cannot maintain its place in the endeavors of our society without continued research and constant study.<sup>11</sup> The administrator who expects to keep his school system up to the level of efficiency that is being sought by industry, by government, by agriculture, by the armed forces, and by other large groups will take steps to procure, expand and safeguard those parts of his organization that can provide these vital services.

<sup>5</sup>A report of the work of the Central School Boards Committee for Educational Research, a somewhat enlarged version of the Metropolitan School Study Council, was given in Felix, Allen O.: *Research by the People and for the People, in The NATION'S SCHOOLS* 47:69 (March) 1951.

<sup>6</sup>Those who are interested should communicate with G. V. Lannholm, editor of Newsletter, care of Educational Testing Service, 20 Nassau Street, Princeton, N.J.

<sup>7</sup>Morrison, J. Cayce; Cook, Walter W.; Tyler, Ralph W., and Buchingham, B. R.: *The Accomplishments and the Promise of Educational Research*. Washington, D.C., American Educational Research Association, 1948. Also published in *Improving Educational Research*, 1948 official report of the American Educational Research Association, p. 75.

<sup>8</sup>Mort, Paul R.: *Metropolitan School Study Council—a New Pattern in School Cooperation*, Educational Forum 9:413 (May) 1945.

<sup>9</sup>Romney, Miles C.: *Metropolitan Cooperative School Study Movement, Improving Educational Research*, 1948 official report of the American Educational Research Association, Washington, D.C., p. 125. Many examples of studies carried on by these councils are listed in the Education Index (since 1944) under the heading, "Metropolitan School Study Council."

<sup>10</sup>Wrightstone, J. Wayne: *Research-Action Programs for Research Bureaus*. Journal of Educational Research 42:623 (April) 1949. Chein, Isidor; Cook, Stuart W., and Harding, John: *The Field of Action Research*. American Psychologist 3:43 (February) 1948. Dobbs, H. A. C.: *Operational Research and Action Research*. Washington, D.C., Institute of Ethnic Affairs, 1947.

**Detroit's plan for coping with possible**

## **DISASTER FROM THE AIR**

**JOHN W. PRITCHARD**

Secretary for Civilian Defense and Administrative Assistant for Publications  
Detroit Public Schools

AS DETROIT has faced the present world situation, it has seemed best to assert flatly that there are two immediate reasons for citywide civilian defense—a sympathetic reason and a harsh reason, both of them perfectly human.

The sympathetic reason is that, as far as possible, we want to prevent suffering and death. The harsh reason is that if an atom bomb should knock our military arsenal apart, we can't put it together again without people. These in turn reduce to sentimental and harsh reasons for civilian defense in the schools: *sympathetic*, we love our youth and want to keep them as safe as possible; *harsh*, parents cannot hold their posts at lathes and drill presses unless they feel reasonably secure about their children. But higher than immediate justification is the reason of long-range human hope. We are ready to fight today in order to realize tomorrow's good world, and tomorrow's good world lies in our youth today.

Therefore, as we believe in Detroit, the school buildings where our children

are located five days weekly ought to enjoy top priority for civilian defense. And while higher municipal, state and national officials ought to be persuaded to give us such priority, it is up to every school system meanwhile to organize itself, using its own resources, against possible disaster from the air.

The pattern that has been adopted in this large industrial city may prove adaptable in part to the needs of other communities. Or it may serve as a point of departure for entirely different patterns, or details may be integrated into existing patterns.

In June 1950 the mayor of Detroit appointed a director of civilian defense and called a conference of city officials and agencies to cooperate in the effort. The Detroit public schools went into action immediately.

Because of the self-contained administrative organization of the board of education, we were able to move without further authority, and in fact we had to move independently in terms of our special role and requirements in defense operations. However, we realized from the outset that the effective-

ness of our preparations depended on close working ties with the city office of civilian defense and its cooperating agencies, such as the police, fire, health and welfare departments (the last being concerned with postdisaster shelter and feeding). Hence all our major steps have been taken in conference with the city director of civilian defense, to whom all our directives are submitted for approval as they appear.

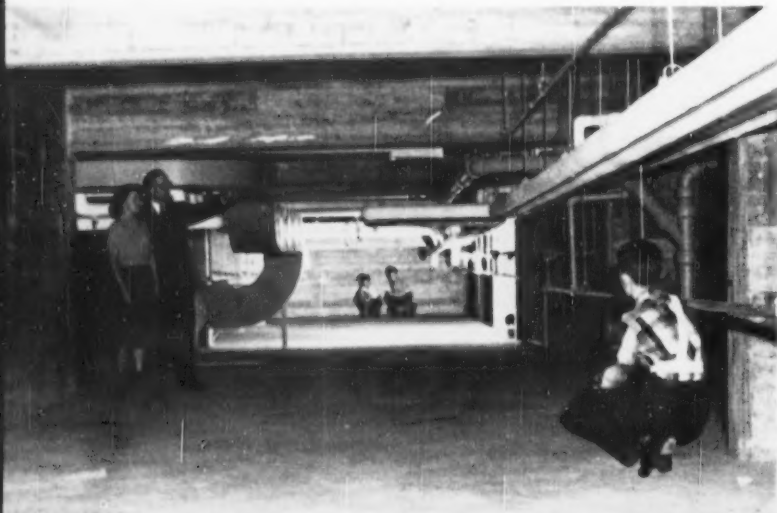
After a series of top-level conferences, on July 21 Paul T. Rankin, assistant superintendent, was appointed chairman of a 15 member committee on civilian defense, with instructions to develop and submit a plan for the emergency protection of school children. The vice chairman is a principal who was a colonel in World War II.

The selection of the committee was based not only on the special experience or interest of the members but also on the need for adequate representation of the many activities of the system. Thus the members include three principals, the supervising director of instruction, three instructional supervisors (vocational, safety and visual education), the director of school-community relations, the divisional director of buildings and grounds, the supervising engineer, and the publications editor. The committee has the continuous assistance of the schools' public relations counselor, the divisional director of health education (specifically for first-aid programs), and the head of the speakers' bureau.

In practice, the committee has proved small enough for effective consultation and concerted action yet sufficiently versatile to meet the many problems involved in applying theory to existing facts. Knowledge that many branches of the system are represented makes for acceptance of the program by the school people, the presence of experts on engineering, buildings, first aid, and safety promotes confidence, and the cooperation of three public relations people is making the program

Emergency posts in the plenum chamber of the Emerson Elementary School are assigned by Principal Thomas O. Monroe to members of his safety squad. The plenum chamber, where air is mixed for ventilation, is an ideal air raid shelter; it has reinforced concrete ceilings and walls and a basement location.

The NATION'S SCHOOLS



"go" with parents and with the city.

At its first meeting on July 26 the committee decided to institute in the schools a protection program essentially the same as the one we had during World War II, with modifications because of new methods of attack, especially the atom bomb. After the report was provisionally approved by the superintendent, members of the committee began to elaborate their program, meeting weekly and operating as individuals and small subcommittees between meetings.

#### STEPS TO BE TAKEN

On September 5, at the opening meeting of principals, the superintendent introduced the new program of civilian defense. We gave each principal the first of a series of directives, headed "Renew Defense Activities," expanding the directive with a bulletin entitled "Protection of School Children in the New Emergency: Preliminary Guide for Immediate Action." The bulletin instructed each principal to take these 10 steps immediately:

1. Develop a school protection plan—the best possible local plan, utilizing all employees in the building.

2. While retaining personal responsibility for school protection, appoint a school defense director, accountable to the principal.

3. Organize school personnel, in terms of their special qualifications, for the maintenance of discipline and for carrying out such activities as evacuation, first aid, and control of parents who might come to the school at a time of emergency.

4. Select a refuge area in the building, preferably a basement area, protected first floor corridors as a second choice. (In many schools, plenum chambers provide the best refuge, but engineers must quickly reduce steam pressure when an alarm is sounded.)

5. Make an immediate inventory of all supplies applicable to this type of emergency.

6. Prepare the staff to receive and act appropriately on air raid warnings, which might come by means of sirens, on the public school telephone warning net, or by radio.

7. Begin immediately to conduct air raid drills, taking children to the refuge areas.

8. Urge parents to place identification on their children by marking all garments, especially undergarments, with indelible ink or pencil or with name tape.



At the 10 gong air raid signal, pupils in the Emerson school leave their rooms and file to the basement refuge areas. Six classes are seen in the foreground; four more are in the background. More than 1100 pupils in kindergarten through Grade 7-8 are enrolled at Emerson.

9. Prepare a limited evacuation plan pending further instructions from the Detroit Office of Civilian Defense.

10. Make every attempt to explain the precautions and drills to both pupils and parents in such a way that the activities are approved as having real potential value for the children and that undue fear is not engendered.

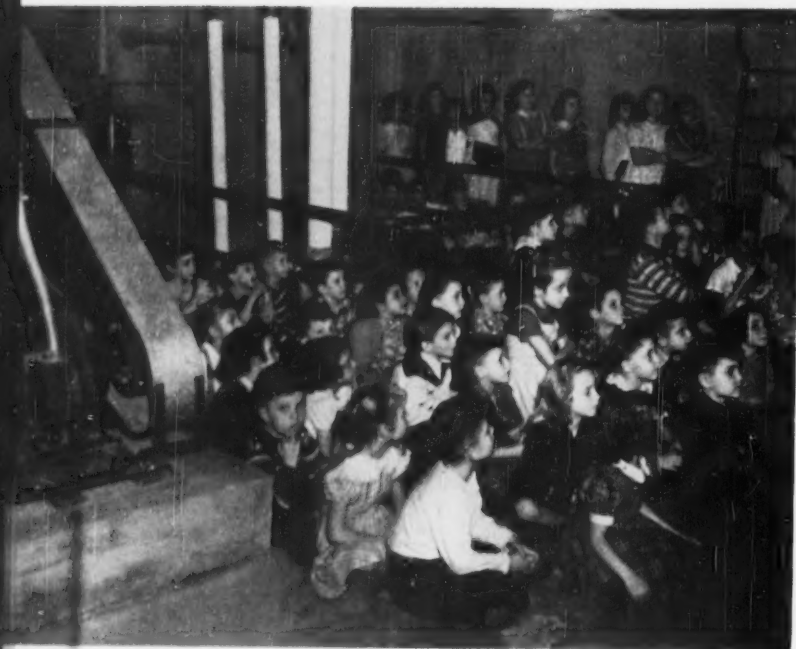
When suggestions began to come in from all quarters on the following morning, we knew that the program had hit. With few exceptions, criticisms were constructive, and they indicated that many school people wanted to speed up the program beyond what had been recommended.

Having anticipated such a reaction, the committee was engaged in selling a long-range point of view which was made explicit in the superintendent's report to the board of education on September 12. Accepted by the board, this report constitutes the framework of the plan. It ends with these words:

"A clearheaded appraisal of the chances, in the light of what we know, might be that the chance of air attack on Detroit within the next few years is between 10 per cent and 90 per cent, and that the chance of attack within the next few months is small but significant. However, once attack comes, it certainly will have come, and no enemy is likely to give advance notice.

"The recommendation is, therefore, that we build steadily and wisely on the foundation of what has already been started in civilian defense measures for the schools. We should halt the expansion only when the following objective has been achieved: that in the event of attack, every school child who might possibly be saved will be saved."

Reprints of this report were circulated to all employees, and soon afterward another bulletin tailored the program to the probabilities. It was



A basement fan room in the Emerson School also is a good refuge for children. Teachers keep their pupils busy—here with a recitation period. The fan belt at left is shut off when the alarm sounds. The room is stuffy, but ventilation is adequate for an emergency situation.

held that international tension might well continue for a decade or longer with rising and falling intensity. If we were to institute a high-pressure civilian defense program immediately, and no raid ensued, slackening of the effort would be almost inevitable. We were faced with the psychologically tricky task of instituting a minimum protection program immediately and keeping it growing smoothly and dynamically, possibly for many years, without let down and also without undue buildup.

#### TEACHER PARTICIPATION

Teachers and principals were generally in agreement with these views. Hitherto the word *we* has referred to the central committee and the administration. But at our first meeting of school defense directors on September 11, the significance of *we* broadened itself swiftly and naturally to include all the school employees. At this meeting we brought in an official from the Office of Civilian Defense to explain to more than 300 defense directors and principals the urgency of the situation and the measures the

city was taking. Thus far, defense directors have held three meetings.

Specific protective measures already instituted as of Feb. 1, 1951, include the following: All recommendations in the September 5 bulletin have been met in all schools. We have established a telephone warning net which, in two trials, has warned half the schools in about three minutes, most schools in six minutes, and all schools in eight minutes after the warning was started in the office of the police dispatcher. This net is supplemented by the public school radio station, WDTR. If a class happens to be listening to the radio, that school is warned within two minutes.

First-aid kits, earmarked "For Defense Emergency," have been issued to all schools. Powerful lantern-type battery flashlamps have been issued for purposes of emergency lighting in the refuge areas. A program of first-aid training for teachers and for pupils in Grades 6, 9 and 12 is under way. Fire extinguishers have been rechecked and sealed against tampering, and every school defense director has inventoried

and centralized the equipment in his school which might be of value in fighting a fire or digging out of a cave-in.

Wary of possible adverse reaction from parents and citizens at large, we were relieved to discover that there was broad acceptance, although not universal support. Our first unfortunate reaction followed an isolated air raid drill in a particular school in November; a newspaper criticized our practice of putting children in "dangerous boiler rooms." The newspaper was mistaken: many children are put in basements, but no children are put in boiler rooms. We went to work on the promotion of good press relations, meanwhile working directly with parent-teacher groups. The press has become steadily more favorable, until recently its support of the program has been enthusiastic.

However, more direct contact with all parents was needed. Toward this end, early in January the superintendent issued a letter to all parents. The letter was distributed to all children in school to take home. It urged parent cooperation. The reaction seems to have been good, although it is difficult to separate the effects of this letter from those of the growing public relations program of the Office of Civilian Defense.

As far as possible, Detroit has kept its defense organization democratic, in the sense that initiative at the level of the individual school is encouraged and much responsibility is centered at that level.

#### SPECIFIC INSTRUCTIONS

It has been found, though, that teachers and principals generally want specific instructions about protective measures. At a meeting a principal asked a question about refuge areas. We replied in the approved democratic manner by contrasting the advantages and disadvantages of the two possible ways to act, in our minds, one course was so obviously better than the other that no ruling was needed, and none was made. The principal, his voice edgy, challenged. Then there isn't any answer? And he was probably right; we should have stated the ruling, if only as an opinion. The cost of a wrong decision in air raid protection can run high.

The committee on civilian defense has turned out to be, in a real way, another department of supervision, although a department with an excep-





After the all-clear signal (two long gongs), children leave the plenum chamber by a specially constructed stair-ladder and ascend a stairway (in the background) to the first floor. Safety boys help prevent falls. Many plenum chambers are on basement floor level and need no stairs.

tionally high priority on the attention of school people. The superintendent has vested final responsibility in each principal for his own building. But a principal cannot fairly be asked to accept responsibility unless he has discretion to challenge an order. This point is particularly significant in view of the wide variation in local situations—varying physical conditions of different neighborhoods, varying cultures of neighborhood populations, varying teacher-principal relationships, varying degrees of bomb-resistant design in school buildings, varying security of basements as refuge areas.

The committee on civilian defense issues directives to school principals and defense directors, with the approval of the superintendent. But all school officials receive these directives

at the same time. And the supervising principals and members of the higher administrative staff are kept continuously informed and are consulted on every significant directive before it reaches final form. If a principal disagrees with a directive's application in his local situation, an adjustment can always be made, usually by the principal and his supervising principal.

Certain instructional adaptations to the emergency are obvious and have been made. For example, the teaching of current events, with emphasis on the current of international events, has been greatly stimulated. In October 1950, when early victory in Korea seemed possible, we issued a bulletin called "The Implications of Korea," and therein we concluded:

"Let us recognize, and teach, that 'Korea,' or some other pattern of disturbance, is likely to be repeated over and over in many parts of the world, and that worse may come. Let us toughen our minds for a long time of troubles and set our hearts on final victory."

But such long-range teaching, while essential, is not enough; when we become more immediate in our thinking, the problems take an ugly turn. Ought we not to be helping pupils to distinguish between predisaster and postdisaster aspects of self-protection? Ought we not to be teaching them what to do in the event that a sneak attack with an atom bomb catches them at home or at school or in the open?

Fear, we have found, is not commonly generated when we explain why we have air raid drills, in which the school participates as a unit, and there is fellowship and a feeling of mutual support with teacher supervision. But when we begin telling pupils how each one should provide for his personal safety in case he sees an atomic flash, we are putting each pupil strictly on his own. Psychologically that is different, and it may be dangerous. We know because we have tried it cautiously in a few places. No terror resulted—the "guinea pigs" were bright sixth graders—but abruptly there were drawn eyebrows, and covert resistance was very high.

As I write, an instructional plan is being developed. As it reaches maturity, it will be discussed exhaustively by a large committee of teachers and pupils, and it will be given further classroom trials. Meanwhile it is evident that the best thing a teacher can do is to give his pupils more warmth and reassurance than ever before. An insecure child will find security in his teacher's personal friendship.

#### THE MAN OF TOMORROW

Our business is to build the Man and Woman of Tomorrow; we are sending them, the Boy and Girl of Today, diving into basement refuge areas. If we develop permanent attitudes of abject fear in this process—completely defensive attitudes, huddling helpless attitudes—we are doing tomorrow's America a bad turn. But if we lay emphasis on coming up out of the basement afterward, fit for work and full of fight, we are doing our educational job the way it ought to be done in time of crisis.



A program for continued progress in the preparation for

## SCHOOL ADMINISTRATION

JOHN GUY FOWLKES

Dean, School of Education, University of Wisconsin

A FEW days ago an educational psychologist propounded the following question to me: "What does school administration mean to you?"

I replied that educational administration is the selection, assignment, stimulation, guidance and evaluation of human effort toward the development of human qualities.

The psychologist expressed surprise that my definition of educational administration made no mention of school organization, school law, school finance, buildings, equipment and supplies.

I replied that I should not expect a corresponding definition of psychology to make specific reference to animal psychology, the original nature of man, learning patterns, or conditioned reflexes.

Then I began to wonder. I wondered if other persons whose interests per se are largely nonadministrative also defined educational administration in terms of the means rather than the ends of administration. I wondered if educational administrators deserved the title I recently heard applied to them, namely, school mechanics. Then it occurred to me that it would be a wholesome experience to attempt to state what educational administration does mean to me.

### *Clearing Up a Misunderstanding*

Educational administrators are the administrative officers of the profession of education. Medicine has its medical administrators in the form of hospital superintendents, local and state health officers, and other similar workers. Other professions are similarly represented by men whose positions demand that they direct professional workers so that the technical aspects of a given field are utilized for the optimum results to society.

Unfortunately, it seems to me, quite often the technical field of administration, including personnel management, business management, school law, school finance, and school buildings, is confused with the practice of educational administration. The technical or professional content of education may be classified under the following divisions: (1) the social studies of education, such as the philosophy of education, the history of education, and educational sociology; (2) educational psychology; (3) educational administration; (4) supervision of instruction; (5) classroom procedures; (6) curriculum construction; (7) educational measurements and scientific techniques.

Any professional educator should have a thorough background in the first two of these basic fields—the social studies of education and educational psychology. He also must have at least a passing acquaintance with the other basic fields. But an educational administrator must have a thorough background in the social studies not only of education but also of life at large. How can a superintendent or principal or a professor of educational administra-

*Remember 1932? The New Deal was "new" then. It was in November of that year the Franklin D. Roosevelt was first elected president. Butter was 28 cents a pound; coffee, 30 cents; sugar, 5 cents.*

*Public schools were caught in the economy hysteria induced by the depression. School building was almost at a standstill; teachers were voluntarily(?) accepting cuts in their salaries, and the outlook for public education was indeed gloomy.*

*It was the haze of this clouded atmosphere that a professor of education at the University of Wisconsin penetrated with a critical but constructive analysis of school administration and then set forth some ideas he believed were enduring principles. They were published in *The NATION'S SCHOOLS* in April 1932. Nineteen years later the author of this article was asked to look back over the intervening years and again express his observations and convictions.*

*Presented first is the article of 19 years ago, which appeared under the heading, "An Educator Gives His Concept of School Administration."*

tion reflect a sound administrative philosophy unless he is intimately conversant with matters of state and society as revealed in sociology, economics and political science? Likewise, how can an administrator intelligently select, place, stimulate, guide and evaluate human energy for the good of childhood unless he thoroughly understands children?

When a program of training for a school administrator is formulated, the question of the best area for professional specialization arises. The answer must depend in large part upon the interests, abilities and desires of each individual. For almost all persons planning to enter the profession of educational administration it is probably wise to choose educational administration, including finance, and buildings or supervision as a field of professional specialization.

The idea that a person cannot be a good school administrator because he *does not* happen to be a school building specialist seems as fallacious as the idea that he cannot be a good administrator if he *does* happen to be a school building specialist. It must be recognized that an excellent technician in school administration may or may not make an equally good administrator. An educational administrator must know the professional services that are needed from each of the basic professional fields previously listed in order that schools may render desired services. But the administrator himself cannot be expected to render highly professionalized service in all of the varied technical divisions of professional education.

The type of training suggested calls for a solid background of general academic work for at least three years and preferably four. After the period of general work should come a period of combined professional and general training for a term of from two to four years.

The organization of an educational institution or system obviously exerts a tremendous influence upon administrative practice. A striking example of the influence of organization upon administrative practice is in the selection of the professional staff. The ideal form of school organization is one in which the administrator is free to choose the professional workers demanded for the service a school is to render. After the professional staff has been chosen, the organization should be such that the maximum amount of professional service can be rendered with a minimum amount of irritation and duplication of effort. The organization of a school must be such that children will not be the grindstones for trimming square pegs to fit round holes. Consequently, a good research worker who cannot teach should not be placed in a classroom, and an artist teacher should not be required "to eat his heart out" in performing tasks that are not his first love.

#### *A Chain of Personal Relationships*

The practice of school administration may be considered as the rendition of judgments with respect to human activity. In other words, the practice of school administration is a never ending chain of personal relationships. From this, it seems that after a period of general and professional training, "the most essential requirement for a successful school administrator is the ability to establish and maintain desirable personal relationships." These personal relationships fall into two major categories. First, there are the relationships with the professional workers and pupils. Second, come the lay or community relationships. The professional and pupil relationships must be based upon a genuine spirit of service founded upon fact but practiced

in terms of a sensitively attuned regard for all the divergent interests and abilities represented in a school faculty and a student body. Important as these professional relationships are, the second set of personal relationships looms large in the life of the school administrator. The philosophy of a community toward its school depends to a high degree upon the influence cast by the superintendent of schools, principals and other educational administrators.

#### *The Romance of Educational Administration*

After an administrator has formulated as best he can a philosophy and a statement of the services the school is to render, has perfected an organization and chosen a staff accordingly, the real romance of educational administration begins. All human beings, particularly professional workers, demand the elixir of encouragement on one hand and the stabilizing influence of control on the other. It is difficult in the rôle of an administrator to render these contradictory services to a professional staff.

In these days of unrelenting accounting, every educational administrator must constantly subject his efforts, as well as those of the institution he is administering, to a rigid calibration. The criteria for this calibration must cover as wide a variety of human thought and action as life itself. These standards of school values must be gleaned from the very roof of society in which an administrator is laboring and in light of the society toward which he is laboring. Cost sheets, time schedules, test results, bond issues, and budgets must be founded in terms of school service to life. They are and must serve as tools to the professional educator in the liberation and development of creative abilities in children.

## **A Second Look—Nineteen Years Later**

THE opportunity to reflect upon my comments on school administration presented by *THE NATION'S SCHOOLS* 19 years ago is greatly appreciated. In keeping with the editor's suggestion, I shall try to review my observations of 1932 in terms of the following three questions:

1. What evidence is there that progress has been made toward the acceptance of these ideals and principles enunciated nearly 20 years ago?

2. In what ways, if any, does educational administration in 1951 reveal persisting deficiencies?

3. What would constitute a tangible and specific program toward a more complete realization of the objectives set forth in 1932?

#### **EVIDENCE OF AGREEMENT**

There is considerable evidence that the point of view expressed in 1932 is widely held today. Many statements emphasizing the need for a broad general education by educational administrators are found in the programs of a wide variety of professional meetings and publications. The meaning, prac-

esses and nature of educational leadership, the very essence of educational administration, are being considered by both laymen and professional educators as they never have been considered before.

Programs of studies leading to the master's and doctorate degrees relating to educational administration, in many of our colleges and universities, reflect the recognition of educational administration as a broad, complex field. The National Conference of Professors of Educational Administration, which was established at Endicott, N.Y., in 1947 and has held subsequent meetings at Madison, Wis. (1948), Clear Lake, Mich. (1949), and Ithaca, N.Y. (1950), is stressing human and social aspects of school administration.

In terms of scope, grass-root attack, and thoroughness of planning and budgetary provision the A.A.S.A.-Kellogg project in the preparation of administrators is the most concerted effort yet made toward providing truly sound administration for our local schools.

In many quarters throughout the country "bankers, bakers and candle-

stickmakers" are showing real evidence of their recognition of citizen responsibility for well administered schools. School board associations (local, state and national), the National Congress of Parents and Teachers, and the National Citizens Commission for the Public Schools, along with many other groups of outstanding citizens, are registering a desire for "professionally" administered schools.

School superintendents and principals throughout the country are daily proving that they are "co-workers with" rather than "employers of" school staffs. Certainly those who administer our schools are more "community minded" and more "community conscious" than they were in 1932. School administrators give me the feeling that they are truly more professionally minded, more professionally qualified, and therefore more professional than they were not only 30, 20 or 10 but even five years ago.

Yes, although I admit the inadequacy and limitation of both my knowledge and judgment, it seems that my article of 1932 reflects both

the theory held and the practice attempted by educational administration in the United States in 1951.

Real and gratifying as the progress accomplished in school administration is, there still is marked need and room for much improvement. The basic change that seems to be most seriously and urgently needed is in the pattern of preparation for the practice of educational administration. Some questions that seem to merit serious consideration in the appraisal of existing administrator preparation programs are as follows:

1. Is admission to the program of preparation made on the basis of intellectual, social and personal qualities, or is the "gate virtually wide open" with dismal failure highly probable right from the start of their preparation for many who "aspire to and think they have been prepared for" school administration?

2. Did the undergraduate education of those preparing for administration include a wide sweep of the major disciplines, including fine arts, especially music?

3. Do graduate programs leading to the master's and doctorate degrees, presumably preparing men for administrative posts, include adequate contact with the major fields of "professional education," such as suggested in the seven categories submitted in 1952—or with any other similar generic classification of professional education?

4. Is there too early and too much specialization in the content of educational administration?

5. Is there adequate formal provision for the continuation of general education of prospective administrators during their graduate work, with respect not only to course work but also to such highly enriching experiences as the theater, concerts, art exhibits, and so forth?

6. Are too many courses in educational administration being offered within a given institution and among our institutions?

7. Is there wasteful and indefensible duplication between courses in administration?

8. Does "textbookish" describe the teaching of administration to the degree reported by some administrators who have completed their graduate work and are now in the field?

9. In those few institutions in which some attempt is made to provide field experience for prospective

administrators, what supervision is given to such field experience, who does the supervising, and what appraisal is made of this field experience?

10. Is there a danger in the present laudable emphasis on the community that some valid "academic" functions of the school may be neglected or weakened?

11. Again, in connection with community emphasis (out of which quite properly the methods and habit of appraisal in relation to our social and economic status are considered) is there a danger of administrators setting nearly (if not completely) a climate of "What is wrong with our society?" as opposed to a climate of "What is right with our society and how can it be improved?"

12. Have we who have had the privilege of working with both prospective and practicing administrators toward their full professionalization failed to acquire and to practice the habits of appraisal and revision, which we properly and strongly recommend to our graduate student administrators, in relation to our own courses, teaching and professional activities?

13. What are the major qualifications for a teacher of educational administration?

#### SOME SUGGESTIONS

It is my considered conviction that all those concerned with the preparation of educational administrators should face up to the questions advanced as well as many other allied inquiries that might well be made.

It is my opinion that teachers and practitioners, and especially the professors of education who teach administration, along with school superintendents and principals, should ponder over the questions raised, speculate on underlying personal beliefs and philosophies, and join with one another in sifting out a consensus that will give the theory and practice of educational administration the strength and stature its social significance demands.

Some of my own beliefs and points of view in connection with the field of educational administration are hereby presented for the scrutiny and correction of my fellow theorists and practitioners of administration. It is my hope that sound intent is evident and that between us the answers can be found.

1. It seems clear that *five or six* rather than four years are needed to prepare public school teachers.

2. Relatively little work in professional education should be taken during the *first two years* of college.

3. Virtually no specialized courses in administration should be offered at the *undergraduate* level.

4. Admission to programs of education for administrators should be limited to those possessing unusual social and personal qualities, as well as necessary intellectual qualities.

5. Successful *teaching* experience should be one of the requirements for admission to administration programs.

6. Not more than 20 to 25 per cent of the first year of graduate work should be devoted to specialized courses in administration.

7. The total resources of a college or university should be utilized in the preparation of administrators. Neither professors of education nor professors of administration alone can give the total graduate experience needed by school administrators.

8. It is my fear that far too many courses in administration are now offered with the inevitable result of monotonous repetition both in class lectures and in assigned reading.

9. It is my fear that far too many courses in administration are too textbookish.

10. Although much has been said and written about the need for eliminating, revising and adding courses and experiences for prospective administrators, *too little has actually been accomplished*.

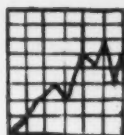
11. Although field experience is valuable and important in the preparation of educational administrators, field experience is not a cure-all, nor is it a substitute for the right kind of course work.

#### FINAL IDEA

Here is a final suggestion that I believe is especially important: Teachers and practitioners of school administration should join *more concertedly* in the appraisal and improvement of the preparation of administrators, the teaching of administration, and the practice of administration.

When the discussion of 1952 was written, my age was about 33½ years. Today my age is about 52½ years. Writing the "second look" was much more profitable to me than was the writing of the prologue in 1952. Since THE NATION'S SCHOOLS has generously allowed me two strikes, possibly in 1971 the strike-out strike will come my way.

# ADMINISTRATOR'S SECRETARY



THE secretarial worker in education is in a most strategic position, and if by training and personality she is not prepared to make a positive contribution, she will surely make a negative one.

Why is this true? The secretary is a coordinator, the medium through which work is accomplished, the "listening ear" into which is poured a problem.

The secretary is the one who normally is in the most advantageous position to get an over-all view of the entire school system. She usually has more personal contacts with the students and teachers than the administrator does; she works more closely on details with the administrators than the teachers do. She usually is the first person encountered by parents, members of the local community, salesmen or other interested visitors.

The secretary, then, is a combination of teacher, administrator and public relations person. Her training for, her understanding of, and her attitudes toward her tasks will play an important rôle in the success or failure of the particular school or office in which she works.

In her contacts with students she can help them learn how to assume and discharge responsibilities and can give them the all-inclusive philosophy

## MARTHA S. LUCK

Executive Secretary  
University College  
Northwestern University



and spirit of the school—or she can be the source of a traumatic experience for the immature, developing pupil.

In her contacts with teachers and the public she can enthusiastically and constructively interpret policies and procedures and thus ensure their favorable acceptance—or she can scuttle much good work by a tone of voice, a shrug of the shoulder, or a deprecatory remark. The position of the educational secretary should be professionalized so that her contribution to the tasks of education will be truly sound, constructive and creative.

## PROFESSIONAL STATUS

If the educational secretary is to acquire professional status, these things are essential: (1) preliminary and in-service training that imparts skills and that is intellectual in character as well; (2) a motivation that shows a desire to serve others; (3) a willingness to improve continually, even if it means sacrifices; (4) living and working by the educational secretaries' code of ethics; (5) helping recruit replacements for educational secretaries who retire or withdraw, and (6) working with the professional organizations for educational secretaries to set up standards for members of the group.

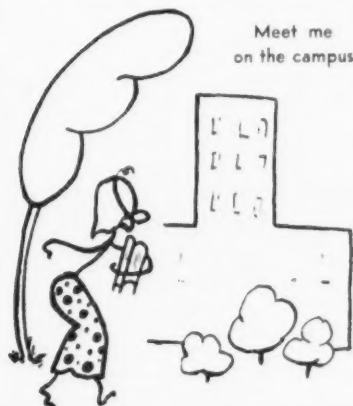
Where will this professionalization take place? Wherever there is a secretarial or clerical worker in any phase of educational work. The test of professionalization is performance on the job. Two people may presumably have the same kind of training and preparation for a job and the same amount of experience, and yet their performance on a job may be entirely different. In school systems or localities where administrators, supervisors and the public are aware of the importance of the secretarial job and sympathetic

to the efforts of secretaries to improve, professional performance will be achieved more quickly. In cities, counties and states where professional associations exist and a unified leadership is present to spearhead training programs and conferences, administrators are aware of a responsible partnership in the solution of common problems and tasks.

How can professionalization be attained? The first step in the *how* depends upon the secretarial workers themselves. They must bring to the job a mastery of the technical secretarial skills and knowledge that are their special and unique contribution to the educational task. With those skills mastered so well that they are like reflex habits, they can give more time, energy and attention to the extra services and more creative aspects of the educational secretary's job.

The educational secretary should master the technic of gathering and redistributing information. She must have a thorough knowledge of the business community in which her school or organization is located and she must know the functioning organization of her school system. She must possess an ever-increasing sense of responsibility, realizing that constantly her "attitude is showing." She must have the knowledge that enables her to understand the people with whom she works, she should know something of the history of education and current practices and philosophies of education, and she must know what is currently going on in the world and see those activities in relation to her own daily tasks.

The secretarial or clerical position in educational systems in too many instances has just "grown." There is need to supplement the initial training



received by the secretarial staff—in other words, to furnish that “in-service” training or education that has proved indispensable for other members of the educational team, the faculty, supervisors and administrators. In-service training programs are developing over the country; some are sponsored by professional associations of the educational secretaries and others by school administrators and boards of education.

On Oct. 14, 1949, a one-day area meeting, sponsored by the board of education and the superintendent, Charles E. Park, was held in Bay City, Mich., for the secretaries and clerks in that school system. The educational secretaries from Flint and Saginaw were invited as the guests of the Bay City board for that day. During the same month the Atlanta Area Teacher Education Service, in cooperation with the public schools of Atlanta, Ga., sponsored a section for secretaries in its one-day educational workshop.

In October 1950 a series of orientation meetings for new clerks was inaugurated in the department of public schools in Providence, R. I. The personnel department and administration in Providence cooperated in planning these meetings at the request of the Providence School Clerks Association. Secretaries at Dearborn, Mich., who had attended conventions of the National Association of School Secretaries and institutes at various universities, were instrumental in planning and carrying through in the fall of 1950 the first school secretary institute day in Dearborn.

More frequent are the one-day programs sponsored by local and state associations of school or educational secretaries. Oftentimes these are held in the fall of the year when the various state education associations also are in

session. Officers and board members of the National Association of School Secretaries are often invited to participate in these programs.

Emma Castner of Washington, N. J., the recording secretary of the national

Harbor Junior College in Los Angeles. The catalog for this college, in describing this program, states: “The position of school secretary is an executive post and a goal which is attained after a number of years of on-the-job experience.”

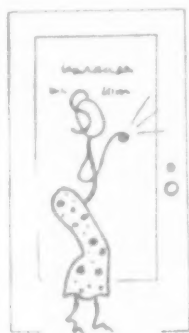
The following universities have sponsored, during the past several years, institutes or workshops, ranging in duration from four days to three weeks. Columbia, Purdue, Northwestern, Michigan, Wisconsin, Maine, Kent, Houston, Utah and Western Reserve. Some of these schools held institutes “on their own,” and others co-sponsored the programs with the National Association of School Secretaries or some one of the state or local associations in the area.

In 1948 the Los Angeles City Board of Education, in cooperation with the secretarial association, sponsored a four-day workshop. In July 1950 the state department of education in Mississippi sponsored a three-day workshop for the Mississippi Association of School Secretaries.

Another type of valuable in-service training activity is the survey or analysis made by the educational secretaries themselves, with the assistance of an outside consultant familiar with educational offices and procedures. The superintendent, L. J. Hauser, and board of education of the Riverside public schools, Riverside, Ill., in the spring of 1950 invited me to be the consultant on such a survey or analysis. This activity was carried on over a period of approximately nine months, during which time the staff members grew in their ability to analyze jobs, organize work routine, and allocate responsibilities. There was a definite improvement in attitudes and a growing pride in being part of an important organization.

#### HANDBOOK PUBLISHED

One tangible result of the survey was the publication of an office handbook. Many administrators are faced with such questions as: How did we do this last year? Who knows what should be done and how it should be done? They have expressed a need to have something “written down” to refer to, and the person most qualified to write such instructions and directions is the one who usually does the work. Compiling an office handbook is one of the best ways to analyze procedures, eliminate unnecessary routines, and record the jobs to be done.



The door to professionalization

association, was the guest speaker when the new Connecticut Association of Educational Secretaries was organized in October in 1950. This new group has received encouragement and assistance from the Connecticut Education Association and the editorial staff of the *Connecticut Teacher*. Edna Atkinson, of Oak Park, Ill., president of the national association, has met with educational associations in Mississippi, Ohio, Tennessee, Wisconsin, Los Angeles County, Los Angeles, Oklahoma City, and San Diego. Local associations in Detroit and Pittsburgh planned their own professional program for “institute day” in the fall of 1950.

Colleges and universities are becoming increasingly aware of their responsibilities in the area of adult or continuing education, of which the in-service training of educational secretaries is one phase. In urban areas, where evening study is available, the problem is relatively simple, for much of what the educational secretary needs in the way of formal education can be obtained in the regular college offerings. There is the need, however, for some “special” courses.

The University College of Northwestern University inaugurated in the fall of 1948 a 30 hour certificate program for school secretaries, which includes a basic or survey course planned specifically for them. A splendid example of a specialized preservice program is the educational secretaryship program planned by the recently estab-



Where do we go from here?



the order in which to do them, and suggestions on how to do them.

When will the position of the educational secretary be professionalized? Many factors will influence the speed with which this takes place. One important factor is an adequate amount of money for a publicity campaign to convince secretaries and administrators alike of the urgency of the program.

Another factor is the time required to do the necessary field work, since all the workers are volunteers with full-time jobs to keep going.

Probably the most vital factor in the "when" of professionalization is the one that concerns the wisdom and foresight of the administrative groups. All persons concerned with the conduct of education should have a voice in its policies and procedures, but only if their wisdom, training and performance give that voice some weight. Since the secretaries are here to stay, it is a wise administrator who takes steps to improve the performance of his secretarial group, to see that secretaries have an opportunity to become wiser, and to give them a chance to participate as their performance warrants such participation.

It is much easier to answer this question: When will this professionalization movement start? It has started. The National Association of School Secretaries is 16 years old and in 1946 became a department of the National Education Association. Some of the state associations are even older, and each year sees new state and local associations being organized. Within the last



What goes on?

two years new state associations have come into existence in Minnesota, New Mexico, Connecticut, Colorado and Kansas, and local associations have been organized in Jefferson City, Mo., Eugene, Ore., and Prescott, Ariz. Professionalization will come more rapidly also as more schools of education within colleges and universities plan special curriculums for the educational secre-

tary, develop a consulting service, and help sponsor short-term institutes and workshops. At present there are at least two graduate students working on theses in this special area of education, one at the University of Florida and one at Southern Methodist University.

Coordination of secretarial services, with an almost positive improvement



Who is in?

in such services, would result from the employment in the larger school systems of a supervising secretary—one with adequate academic training and office experience—who would be on a par with other supervisors or assistant superintendents. State departments of education might add such a person to their staff for smaller systems throughout a state.

Northwestern University sponsored its third institute for educational secretaries in the summer of 1950. The institute lasted a week, and it was possible for those interested to earn two semester-hours of credit. There were 325 registrants from 34 states. Of this number, 213 filled out an evaluation questionnaire distributed at the end of the week's program. The length of service in educational work of those replying was interesting—43 had been in the field from one to three years; 79 from three to 10 years; and 91 for more than 10 years.

In response to the question: "Was the time you spent at the institute part of your own vacation time or did your school allow you that time in addition to your regular vacation period?" 93 indicated they had been given additional time and 120 took part of their vacation to attend. Of those replying, 70 indicated that their schools paid part of their expenses, and 14 had all of their expenses paid by the schools; 30 had part of their expenses paid by other sources (usually their professional organizations), and two had all expenses paid by some other source.

What can the administrator do to help foster the professional growth of his secretarial staff? One thing would be to encourage secretaries to become members of their national professional association and, if there is one in the state, of the state association. On January 1 there were 27 state associations in the country and many active local associations in the states in which as yet no statewide organization exists. In the majority of these states the secretarial associations are independent organizations; in several they have been able to work out an affiliation of some type with the state education association, and in at least one state the secretarial association is affiliated with nonteaching school groups.

Another thing the administrator might do is to hold staff meetings for the secretarial group. Such staff meetings, if sincerely and democratically conducted, would give a splendid opportunity for training in discussion techniques, for clearing up misunderstandings in procedures or interpretations of policies, for planning clerical routines, for judging the relative importance of various tasks, and for planning ahead to meet specific demands and duties. After some experience in staff meetings with its own group, the secretarial staff might also be invited to participate in the larger meetings with other school personnel.

The administrator might also think in terms of working with the secretarial staff to compile a handbook and to carry out the analysis of jobs and staff performance such a project would make possible.

#### ATTEND CONFERENCES

The administrator can encourage the secretarial staff to attend the conferences and conventions sponsored by the professional state and national associations and the summer institutes and workshops held at universities. That encouragement could be made more tangible if the extra time needed for such attendance was given the secretarial worker, together with some financial assistance.

The educational secretary is a technician; so also are members of the professions of medicine, dentistry and law. Through the years of development in the professions, it has been found that the best technician is also a highly developed person. That human development takes continuous and continuing education and training—pre-service and in-service.



A CLASS READY TO BEGIN A TRAVEL COURSE

## TRAVEL COURSES *can be more than sightseeing trips*

I CANNOT remember when I learned so much in two weeks," was the comment of one of the traveling students. She had just completed two weeks of study. A mature teacher nearing her degree, she expressed the almost unanimous opinion of those learning through a travel course.

Travel courses can be definitely more than sightseeing trips if they are carefully planned, skillfully guided, and adequately evaluated. At Central Michigan College of Education every student taking travel courses for credit prepares before starting, hears lectures by regular faculty members en route, and takes examinations at the end of the trip.

Perhaps the best way to illustrate how Central Michigan College of Education handles its popular travel courses is to take a specific course—American Literature 430—and follow its procedure. It is an undergraduate course for juniors and seniors and carries two hours of credit.

Shortly after the notices of the travel trips are sent out, reservations begin to come in. The American literature course will have a waiting list within 10 days after the notices have been mailed. The students accepted for the

**E. C. BECK**

Head of English Department

**W. C. SMITH**

Director of Field Services  
Central Michigan College of Education

course, plus 10 per cent that may be eligible for the course because of possible cancellations, are sent a reading list prepared by the head of the English department. (Those in the 10 per cent are told their positions on the waiting list.) At the time the reading list is mailed out, the prospective student is told that he will not be permitted to board the bus until he has satisfied his instructor that he has done the reading; this regulation is adhered to strictly. This preparation, which compares favorably with the reading required for the same course on campus, makes the travel much more valuable.

The students board a first-class bus, equipped with a sound system, on the college campus. A superior bus and a trained driver are essential to the success of such ventures. The instructor sits near the microphone; he can talk to the students at any time. Many times each day he talks en route, via

the sound system, about things literary.

At Skaneateles, N.Y., not far from Cooperstown, overlooking a lake is a pleasant park with many benches. The bus stops, the students arrange themselves comfortably on the benches, and the professor gives the same lecture on Cooper he would give in his college classroom. When the bus reaches Cooperstown, the instructor or a guide furnished by the curator of the New York Historical Society guides the group. At night the students may do as they desire; the instructor always furnishes them with a list of historical and literary possibilities.

From the Cooper country they travel along Irving's Hudson, cross to Pittsfield, Mass., in the Berkshires, where Melville and Holmes wrote and where they listen to a Melville lecture while viewing Arrowhead. At Lenox, Mass., they travel the Tanglewood trails and listen to Hawthorne lectures that are continued at Concord and Salem, Mass.

Through the Bryant country and across Connecticut and Rhode Island to Plymouth, Mass., the microphone is busy. The night in Plymouth the students never forget. How they love to meander through the old churchyards. "The Courtship of Myles Stand-

Right: Students in a travel course on American literature stop to see the Great Stone Face. Below: Members of the class and their instructor take a boat out of Gloucester, Mass., to Norman's Woe. Teachers who have seen the homes of authors and the sites of their stories are able to teach American literature more vividly to their own classes.



ish" will be taught better by the students who strolled along the beach and byways of Plymouth.

If the travelers elect to rise a bit early, they may eat breakfast in Quincy, Mass., the city of the Adamises, before proceeding to Cambridge for a visit to Craigie House and Elmwood. The cameras click in Craigie House, for so many of the students teach Longfellow's poems in their rural and village schools. The majesty of Elmwood impresses those who know James Russell Lowell. The Longfellow and Lowell lectures were delivered en route to Plymouth.

Riding down the road made famous by Paul Revere, the travelers must stop at Lexington before going to the "most famous little town in America, Concord," where they revel in Wayside, Orchard House, Old Manse, and Emerson's house and thoroughly enjoy themselves at Walden Pond, Concord Bridge, and Poet's Ridge. It is altogether fitting and proper that

they pause on Poet's Ridge in Sleepy Hollow Cemetery and pay their respects to Emerson, Thoreau, Hawthorne and the Alcotts. If they are lucky, they will spend the night in Thoreau's old home. Lectures on Emerson, Thoreau and Bronson Alcott and his illustrious daughter Louisa May are always interrupted by pertinent questions.

That night the bus takes the learners to Harvard Square, where they may visit Harvard Yard or take the tunnel cars to Boston. The bus driver and instructor pick them up at 10:30 p.m. The bus is available every evening for side trips planned during the day; for, although evenings are free time for the students, the teacher and the bus are always available.

Then there is that delightful drive through rural New England to Whittier's homestead between Haverhill and Amesbury, Mass. After visiting the site of "Snowbound," they see the House of Seven Gables and the Old

Customhouse at Salem, the fishing fleet at Gloucester, the Portsmouth of Thomas Bailey Aldrich, the rugged and rockbound coast of Maine, the Great Stone Face, the White Mountains, and the Green.

Somewhere in Vermont (Montpelier, Barre or Burlington) the students take their examinations so that the last 18 hours going up the St. Lawrence on the north bank are care-free hours without thoughts of examinations. Nonetheless, the professor uses the "mike" at Lake Champlain, Lachine Rapids, Niagara Falls, and Joseph Brant's Crossing.

The instructors are convinced that they never taught in a limited time more literature that will be remembered than they teach in a travel course.

The literary journey to New England is one of several travel courses offered at Central Michigan College of Education through its division of field services. There are similar literary journeys to the South and to the West. There is a highly successful course on Michigan history. R. H. Maybee has the book work done in advance. Then, from the industrial center of Detroit through the lumbering areas of the Saginaw and the Muskegon valleys into the copper and iron ranges of the Upper Peninsula, the students study Michigan, using local resource persons throughout. This next summer there will be history courses on the Civil War through the Middle South and on the Revolution through the Middle Atlantic and New England states.

Travel courses are valuable if carefully planned, skillfully guided, and adequately instructed.



## GETTING PARENTS AND CHILDREN READY FOR KINDERGARTEN

MARTIN W. ESSEX and STAFF

Lakewood Public Schools  
Lakewood, Ohio

THAT thrilling adventure of childhood, "going to school," starts for 5 year olds in Lakewood, Ohio, in May rather than, as traditionally, in September. It starts with a friendly play experience in a kindergarten room, full of evidence that children have been living happily together in their first school workshop. There is little of the general confusion associated with the opening day of the school year, with its time consuming administrative detail and the cumbersome process of registration.

### EXPERIMENTAL PROGRAM

This May program, initiated four years ago on an experimental basis in two schools, has been studied carefully by a committee of teachers, parents and administrators, and the present program is the outgrowth of that experimentation. Purposes of the program are threefold.

The child's first impression of school, the self-confidence he feels, and his initial success in association with his peers may color for years his attitude toward school. To be invited personally to school for half a day through a letter brought by an older sibling or neighbor and to know that the newspapers invite him as an individual immediately establish his feeling of belonging. To be received by a teacher whose chief interest is to make him welcome, to be helped by four or five kindergarten hosts and hostesses, and to be introduced to rich activities, to games, to play, and to materials without delay enhance the sense of belonging. With such a friendly, happy welcome, he is ready and eager to return to school in September, knowing that he will be comfortable and that there is much to do there.

In the second place, while the child is in the kindergarten enjoying the orientation, the mother, too, is in school and both feel secure knowing that each is close by. The mothers gather for a conference period with the principal, the nurse, one of the kindergarten teachers, and any staff

members that parents and children are likely to meet. At this time parents complete the registration routine. While explaining school policies and the aims of a typical kindergarten day, the principal makes his philosophy evident to the mothers. Special services, such as speech therapy, child study, and visual education, are discussed. Home and school relationships, promotion policies, reports to parents, parent-teacher meetings, and parent study groups are considered briefly. Appointments can be made to discuss individual problems.

Discussing desirable health habits for the 5 year olds is the assignment for the school nurse. She emphasizes the importance of immunization and distributes the health forms that are to be answered by the family physician and the parent.

### READINESS FOR SCHOOL

The kindergarten teacher discusses readiness for school, emphasizing ways parents can help their children meet with early success. She discusses also the importance of proper and easily managed clothing.

During this conference period parents receive copies of the handbook,

"We Go to Kindergarten," a 24 page illustrated booklet, which goes beyond this first parent-school conference in acquainting the home with the community's educational program.

The third objective is that of providing the administration with advance information on enrollments. Accurate information is helpful in determining facilities and personnel.

### ENGROSSING ACTIVITY

Methods used for this advance registration are simple. The first week in May is set aside as Pre-Kindergarten Week. Each day of that week is registration day for two of the 10 elementary schools. Local newspapers feature the announcement of hours and purposes. Letters from the schools are distributed by older children. Parents of children born during the last half of the year bring the children in the morning, others report in the afternoon. Each building omits the kindergarten sessions for this big day. Thus classrooms and teachers are in readiness for our new friends.

In August, a postal card, with the child's name, informs the parents of morning or afternoon kindergarten assignment. This card and the medical report form are returned the first day. When the child enters kindergarten in September he is soon at home with teachers he knows and fellow pupils with whom he has played. The interesting kindergarten activity is immediately engrossing. Amazingly enough, he hardly knows that his mother has brought him—and left him with his new friends.

In addition to achieving the three major purposes described, the real gain is in improved human relations with a new group of patrons. Parents warmly approve of this opportunity to know their school and to help their children in the first steps of independence outside the home.



Kindergarten hosts and hostesses entertain the visitors.

# SCHOOLHOUSE PLANNING

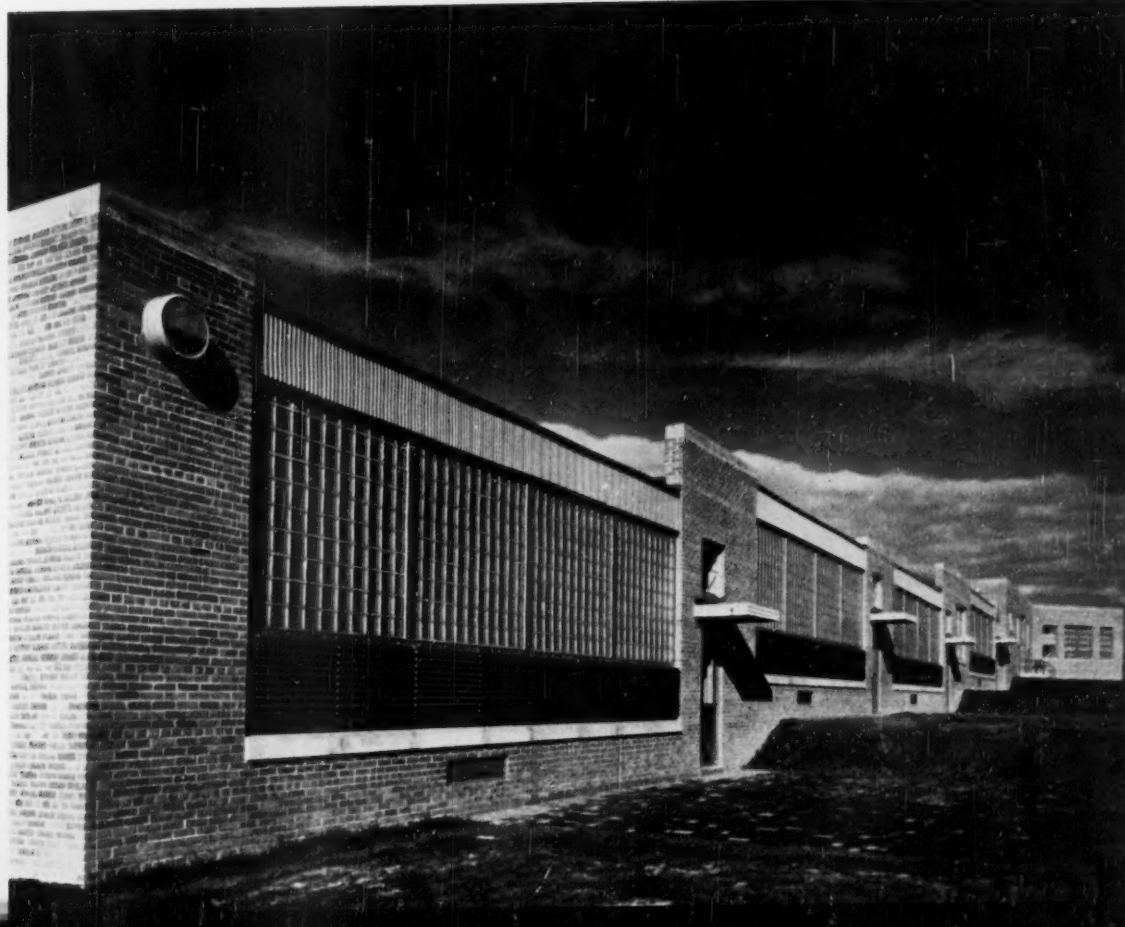
## HIGH SCHOOL

Ypsilanti, Mich.

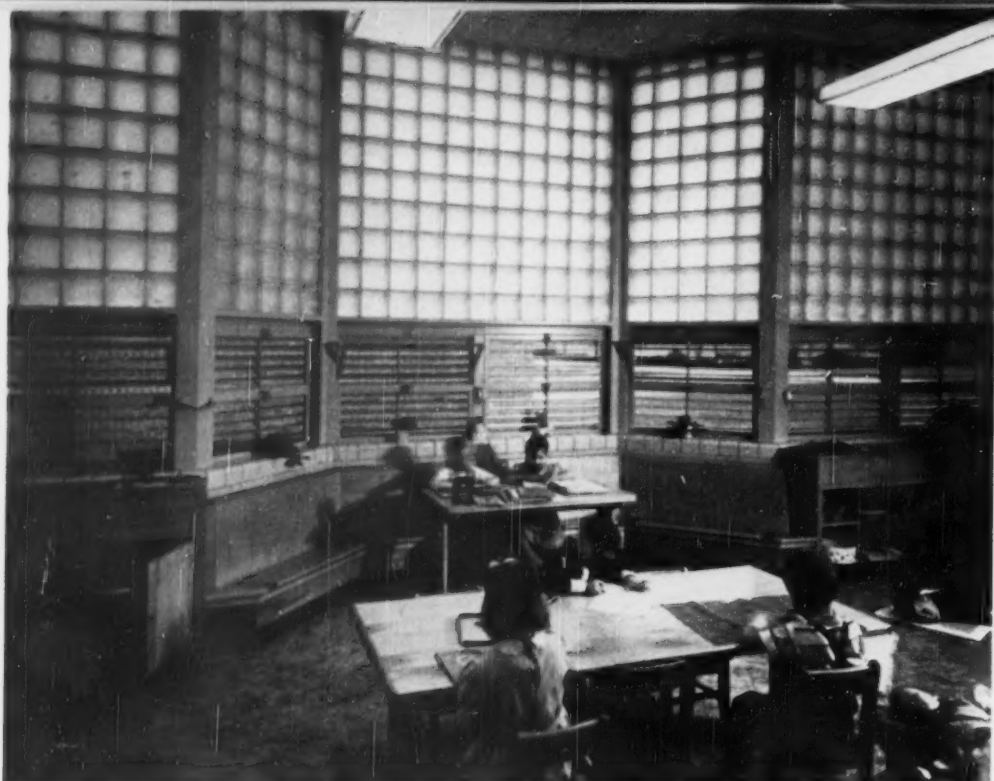
## ELEMENTARY

Hagerstown, Md.

In Hagerstown, Md., children now attend classes in the new Pearsall Elementary School. One of the building's best features is the functional window design, which assures good lighting throughout all the classrooms. Building described on page 48.







The baked-on dull aluminum finish of the slats in the outside fixed louvers makes them less conspicuous from the inside of the classroom. This view of the kinder-

garten in the Fountaindale School at Hagerstown, Md., shows how little of the exterior is visible to pupils when the slats are adjusted to midday sun conditions.

## FUNCTIONAL WINDOW DESIGN

*in a modern elementary school*

WITH today's greater emphasis on the conservation of eyesight, functional window design has become a pivot point of modern school architecture.

For 12 years, in the process of designing many new schools, we have made a continuous study of this subject of classroom daylighting. Our analysis has included bilateral, trilateral and unilateral lighting, window shades, venetian blinds, and projecting sun shades installed on the exterior walls.

The window system that offers the greatest number of advantages and the fewest disadvantages, in our opinion, is one devised of daylight directing glass block panels above strips of clear sash, the latter for vision and ventilation.

**RHEES BURKET**

Architect, Washington, D.C.

Since our original use of this system in the Kensington Junior High School in Montgomery County, Maryland, in 1937, we have continued our search for better control of sky and sun glare at the sash vision strip.

Shades and inside venetian blinds, subject to mechanical difficulties and constant maintenance, proved unsatisfactory, especially with the in-swinging hopper type of sash. Exterior hoods or sun shades, adequate in some locations, presented problems in others.

By far the best solution we have discovered to date is used in the new Fountaindale Elementary School in Hagerstown, Md. It consists of ex-

terior louvers, fully adjustable for individual classroom needs, installed over the bottom vision strip.

A series of aluminum slats in each outside louver provides all the advantages of a permanently fixed single hood when the sun is at an angle. When the sun is perpendicular to the window, the adjustable feature makes this system even more effective.

Held firmly in position to eliminate rattling, these slats are adjustable from the room interior in sections equaling the width of each sash section. A simple device to adjust all louvers along one entire wall would be advantageous but is not available. The slats have a baked-on dull aluminum finish. This finish eliminates bright reflections. It also makes the louvers

less conspicuous when viewed from inside and harmonizes with exterior aluminum trim.

In addition to controlling strong natural light, these louvers, when adjusted to an almost closed position, decidedly reduce penetration of outside noise while permitting some ventilation. They can also be expected to decrease breakage of glass panes during play and vacation periods.

When we first considered using exterior louvers, we were quite concerned that there might be too much loss of outside vision, especially during sunny periods when slats would be tilted sharply. The anxiety was unwarranted; there have been no unfavorable reactions.

The children simply pay no attention to whether the louvers are open or nearly closed since light from the sash vision strip is entirely unimportant to the general room daylighting. The large panels of light directing glass block constitute the main source of daylight.

Even the use of artificial lighting is automatic. We have used photoelectric cells to control the inner row of classroom lighting fixtures, so when adverse weather conditions indicate need for supplemental lighting it is provided automatically.

#### AUTOMATIC LIGHTING

A survey, conducted some years ago, showed that on overcast days shades or blinds in almost all classrooms studied were drawn over from 25 to 60 per cent of the window areas and that one-third or more of the desks

were inadequately lighted. In other instances, electric lights were on although when shades were raised no artificial light was needed.

We have found that teachers and pupils preoccupied with classroom activities seldom are aware of extreme brightness or inadequate light until the condition becomes untenable—long after the need for adjustment. Fountaindale's "automatic" system of natural and artificial lighting largely overcomes this element of human oversight.

The louvers are of singular advantage in the kindergarten room, where they serve to minimize outside noises and visual distractions—distinct benefits in holding the attention of preschool age children and creating an atmosphere of quiet for nap periods.

#### CLASSROOM FENESTRATION

All classroom fenestration in this one-story school utilizes this combination of glass block, clear sash, and exterior louvers. A large multipurpose room, complete with stage and kitchen, is equipped with large panels of light directing glass block, but obscure glazed sash of the hopper type have been installed above these panels primarily to facilitate ventilation. Offices and a library, on the north side of the building, have conventional windows because there is no daylight problem on this exposure.

This school, which will be used as a pattern for others in a comprehensive building program to be undertaken by Maryland's Washington County, has excited much comment.

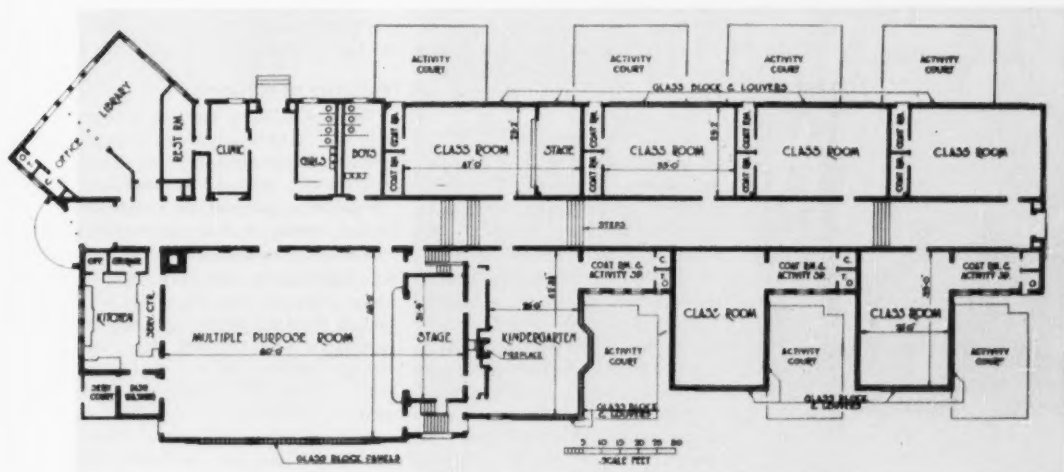
Regarding these comments, William Brish, county superintendent, states: "There have been only favorable comments about the louvers. The teachers like them. They reduce glare and yet permit adequate outside view, which I consider essential in classrooms at all grade levels."

And Margaret White, who has been principal of the school since its opening in the fall of 1949, adds: "The outside venetian blinds do a splendid job. Our classrooms are a delight to work in and all of the children love them."

Planned as a completely integrated unit, the Fountaindale School accommodates 250 pupils from kindergarten to sixth grade. The plant includes seven classrooms, a multipurpose room (auditorium, cafeteria or playroom), kitchen, library, health suite, offices, storage rooms, lavatories and boiler room.

Erected on a sloping site, the school is on three terraced levels, all connected by gentle flights of stairs along a bisecting corridor. Play areas, accessible directly from classrooms, are on separate grades and, in effect, segregate the various age groups.

Designed as the first of three units—the others to be added when they are needed and when funds are available—the preliminary Fountaindale structure cost \$295,000, or \$13.50 a square foot. This cost includes built-in classroom equipment, grading, landscaping and paving of walks and parking areas. Construction was started in the late summer of 1948; the building was occupied in September 1949.



Floor plan of the Fountaindale Elementary School at Hagerstown, Md.



In an abandoned railroad depot



**THE OLD**

**GIVES WAY TO**

**THE NEW**



#### EARL H. PLACE

Superintendent of Schools  
Tecumseh, Mich.



In the parlors of churches

In a condemned schoolhouse



**I**N JANUARY 1950, for the first time in four years, every child in Tecumseh, Mich., began attending classes in a regular school building. Previously many first, second, third and fourth graders had been housed in church parlors, the basement of the public library, a condemned schoolhouse, an abandoned railroad depot, and a Youth Center room. When Grades 7 to 12 moved into the new Tecumseh High School, the lower elementary grades moved into the old high school building.

#### POPULATION INCREASES

Because of industrial activity in the town, Tecumseh's population has increased rapidly. Many new homes have been built, and new places of business have been established to accommodate the steady influx of men, and their families, seeking living quarters near their jobs.

Fortunately for the town, the industrial leaders have been eager to make their employees contented. They have encouraged with generous financial support the building of homes; they realized that more schools must be built for the children in these homes. Since industries had caused the bulging school enrollment, the executives gave cash support to supplement a heavy tax program and thereby made a new high school possible. The president of the town's leading industry personally contributed \$100,000, and his three associates each gave \$15,000. An anonymous gift of \$25,000 also was received for the school.

The taxpayers voted a 5 mill sinking fund for five years and, by a vote of 10 to 1, an additional 8 mills for five years to retire a \$180,000 bond issue. Cost of the school was \$393,000 or 98.7 cents per cubic foot.

Ground for the high school was broken on Dec. 3, 1948. Thirteen months later, on Jan. 3, 1950, the children moved into the completed school.

The Tecumseh public schools intend not only to satisfy fully the requirements of the North Central Association, as they have since 1920, but also to provide adequate vocational training to the many young men and women who will not attend college. Too, the schools now provide an adult education program to serve the public in evening classes.

#### FACILITIES IN BUILDING

The new building contains a large shop and a planning room; a large agricultural department adjacent to the main shop; a cafeteria that will seat 148 people at one time and a separate kitchen; sewing and foods laboratories; a commercial department that has typing, bookkeeping and office practice rooms complete with equipment, including dictating machines; a science department with a lecture room and physics, chemistry and biology laboratories; a study hall; a library; a band room; a health clinic; two English rooms, and two social studies rooms. Also the building has a bookstore and adequate general and private offices for the superintendent and principal.

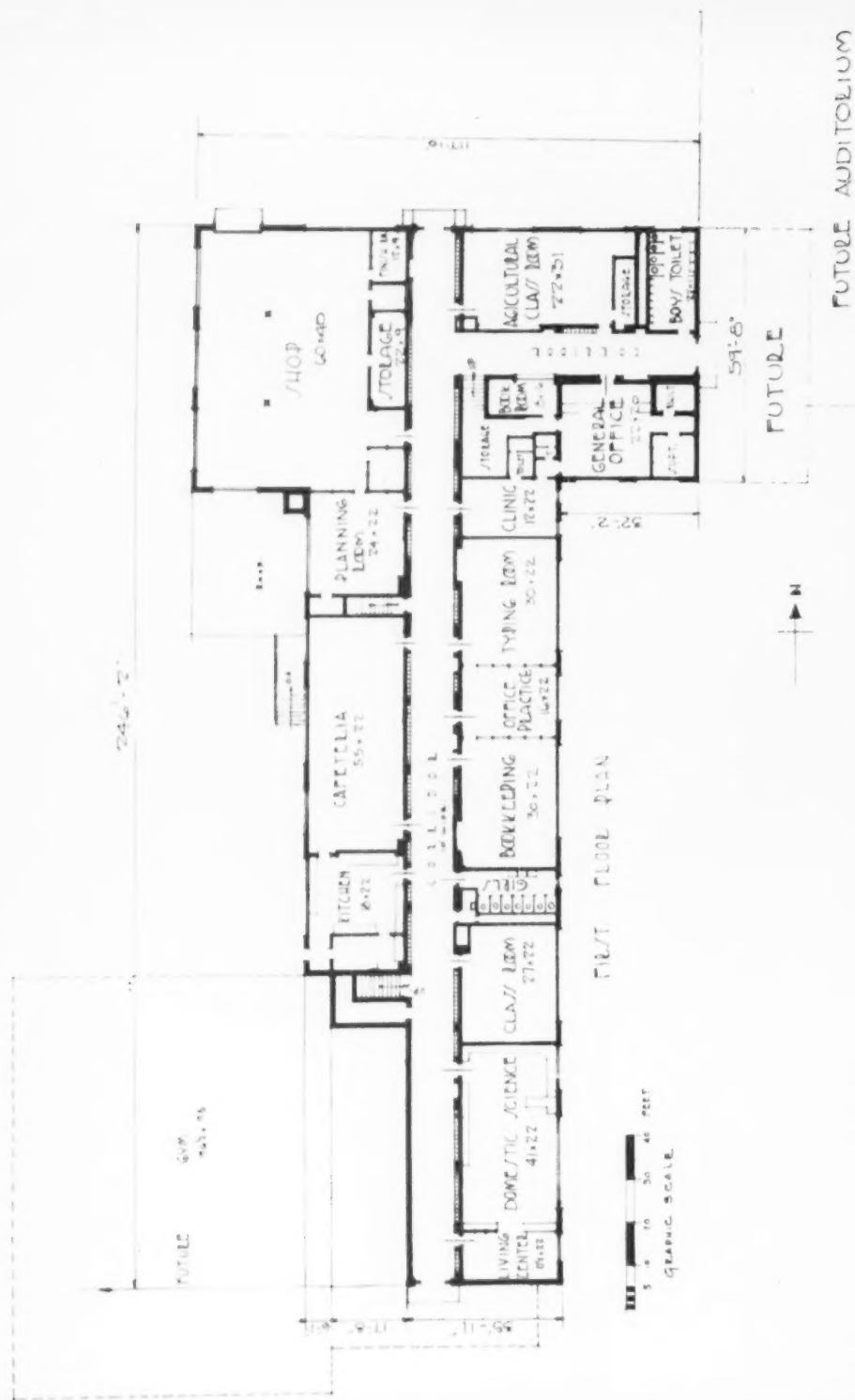


This is a perspective of the new high school at Tecumseh. When the students moved into this building in January 1950, elementary pupils moved out of the abandoned depot, church parlors, condemned school, and public library basement in which they had been attending class and into the former high school building. The L-shaped structure on the left constitutes the present building; the auditorium and gymnasium (the right wing and the additional structure shown on the right) will be built at some later date.



School bands from Tecumseh and its neighboring communities took part last fall in a festival in the natural amphitheater that now serves as an athletic field. The final scene was presented by the Tecumseh band, which dramatized an Indian council of war over which the proud "Chief Tecumseh" presided. The Indian leader (above) is supposed to have held such councils on this spot in Michigan more than 100 years ago.





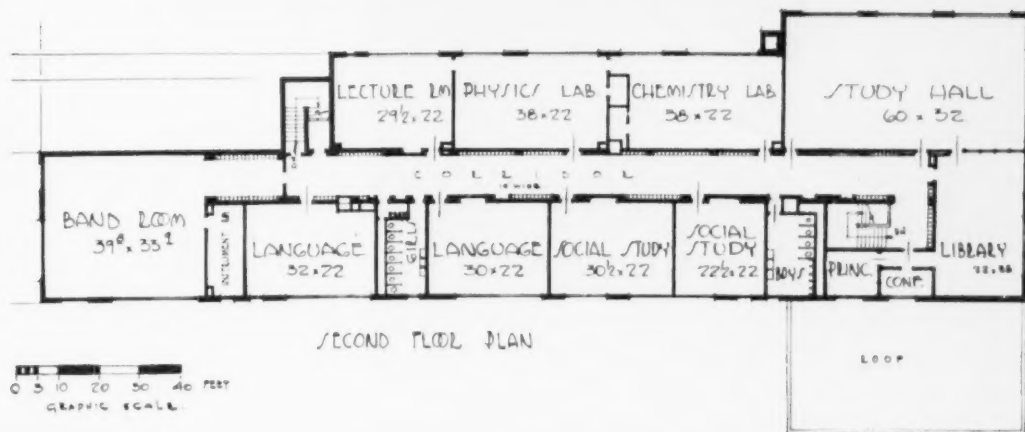




The homemaking room is well equipped, cheerfully decorated, and adequately lighted.



Members of this adult evening class at the Tecumseh school are learning to sew.





Tecumseh High School students now have a spacious library in which to study. The community is proud of the new school it has built; individual leaders of local industries contributed money toward the cost of the building, and the citizens voted for bond issues to pay the remainder of the cost. Adults as well as students use the building.



One of the objectives of the Tecumseh public schools is to provide adequate vocational training for the many young men and women who do not go on to college. The commercial department has typing, book-keeping and office practice rooms. Students are given training on the various types of office machines, including dictating machines.

The exterior of the school is face brick. The walls are painted cinder block, the corridor walls are glazed tile wainscot. The ceilings are sand finish plaster on metal lath; the band room and the shop have acoustic plaster ceilings. Floors are asphalt tile.

The gymnasium and auditorium units are part of the general plan, but their actual construction has been postponed temporarily.

The older building, now used for elementary grades, and the new high school are little more than a block apart so that for the time being the children attending both schools use the existing gymnasium facilities for physical education classes. A sound system installed in the new school will simplify the problem of holding assembly programs except on a few unusual occasions that will demand the use of an auditorium.

The central building, which was fast becoming outmoded for work on the secondary level, is being used to capacity but will be rejuvenated and adapted to the needs of small children as funds permit. Kindergartners and some of the first and second grade pupils have been retained in two other schools located more suitably for small children, who can't walk long distances.

A new grade school will in a few years' time be needed in a thickly populated new residential area that is located at a considerable distance from the present elementary facilities. This means that new bonds must be issued when the old ones have been retired, and it is expected that the taxpayers will vote in favor of the new school needs.

#### INDIAN HERITAGE

The natural bowl that forms the recreation center at Tecumseh is supposed to be the same area in which Chief Tecumseh held his councils of war.

The pride of the Indian chieftain has been conveyed through succeeding generations to the present time. Tecumseh is a proud American village today, proud of its Indian heritage and determined to remain a home of progressive American people. Its streets bear the Indians' tribal names, and its bank displays Tecumseh's photographic likeness on every check, but its population tries in its democratic way to provide the best of truly American living in its homes, its churches, and its schools.

## MOB THREATENS SCHOOL BOARD; FOUR MEMBERS RESIGN."

This news story swept across the nation in September 1949 from the industrial town of Oglesby, Ill., about 90 miles southwest of Chicago. Eighteen months later, the story behind the story is revealed in a report by the N.E.A. Defense Commission. The commission was handicapped by a delay of 17 weeks before it was called into the situation, and its fact finding was further limited by the refusal of a considerable number of key individuals to testify. Nevertheless, it reached several conclusions that have import far beyond the community of Oglesby.

The report criticizes the action of union teachers (A.F.T.) in virtually conducting a strike against the school district. It holds the school board at fault for failing to give a teacher adequate notice concerning her intended dismissal. It condemns lay leadership in Oglesby for creating a situation in which the school board feared physical violence.

### "MISGUIDED ACTION"

"The cleavage," states the N.E.A. investigating committee, came about "through misguided action on the part of certain old and new board members, teachers, factional leaders in the community, and the former superintendent."

Those who read the various articles in *THE NATION'S SCHOOLS* pertaining to the incident will recall that the controversy centered around the decision of the board not to renew the contract of Mrs. Helen Mecum, a teacher then on probation. The situation reached a dramatic climax in what many witnesses described as mob action at the board meeting on September 6. According to the testimony of four board members, fear of physical harm compelled them to vote against their will for the renewal of this teacher's contract.

There had been other disturbances regarding which the committee says:

"The conduct of the union teachers in relation to the craft union work stoppages and their conduct on the opening day of school raises a question of professional ethics affecting the entire profession. The union teachers must bear their share of responsibility for the interruption of the three-day workshop and for the failure of the schools to open as scheduled on September 6. . . . Without attempting to define or differentiate between the

## The story behind the story of the

# OGLESBY INCIDENT

ARTHUR H. RICE

terms 'strike,' 'work stoppage' or 'cessation of work,' it is obvious that the net result constituted a strike as the term is commonly understood by the general public and that the union teachers were a party to this result. . . .

"The National Education Association maintains a no-strike policy. The question of the right of public employees to 'strike' or collectively to 'cease work,' however one may designate the action, has been the subject of much study by students of public administration and there is considerable literature in the field. The authorities are by no means in agreement. The majority view appears to oppose the use of the strike by public employees as a weapon to obtain their ends. Other authorities take the view that the question turns on the nature of the public service rendered. Thus, it is said that employees in such essential services as police, fire or health departments should not have the right to strike while employees engaged in less vital services or 'proprietary' services are privileged to strike.

"Employees of school boards are, of course, as much employees of government as employees in any federal, state or municipal service. Educators would generally agree that public education is as vital as any service performed by government, even though the disruption of a school system in a given community does not necessarily create a crisis as immediate and dramatic as the nonfunctioning of a police or fire department. . . .

"Apart from any legal doctrines as to the 'right' of public employees collectively to refuse to perform their duties and regardless of how one technically construes the term 'strike,' the conduct of certain teachers in the Oglesby school system in connection with the workshop and their refusal to cross the picket line on the open-

ing day of school was unprofessional and is to be condemned. This conduct was to all effects and purposes participating in a strike as that term is generally understood."

After words of praise for the high educational standards of the superintendent of schools at that time and further credit to him for having the courage of his convictions, the N.E.A. investigators nevertheless conclude that the superintendent and the school board "violated sound professional practices in relation to the nonrenewal of Mrs. Mecum's contract."

The report reads:

"The testimony of the majority board members, the superintendent and Mrs. Mecum was all to the effect that at no time prior to April 7 was she given any notice, reasons, or an opportunity to remedy alleged defects. Moreover, while there was conflict of testimony as to the number of classroom visits made by the superintendent, there can be no question but that there was no professional supervision of Mrs. Mecum. It was contended that she had taught for many years, that she was not in the same category as a beginning teacher, and that in the opinion of the superintendent her alleged defects could not be remedied.

### "POSITION CANNOT BE SUSTAINED"

"Without passing on the merits of these contentions, the position of the superintendent and the board cannot be sustained in the face of well established and enlightened professional practices. Any teacher, even though considered incompetent, is entitled to know in what ways he is failing to meet teaching standards during the course of an employment period and is further entitled to an opportunity to remedy any alleged defects.

"By way of further explanation, the majority board members and the su-

perintendent contended that their decision not to consult with Mrs. Mecum was due to unsettled community conditions and that to have indicated her shortcomings during the course of the year would have immediately precipitated a serious cleavage within the school system and in the community.

"As to the extent of the community unrest, the committee does not pass judgment. However, even assuming that the situation was as described, it would offer no justifiable excuse for the course of conduct pursued in relation to Mrs. Mecum. A failure to apply professional standards in connection with dismissals cannot be justified and will usually, as it most certainly did in Oglesby, generate more bitterness than would have existed if the issue had been faced up to originally."

#### EVIDENCE REPORTED

The N.E.A. investigating committee did not presume to determine definitely whether threats of violence actually occurred. It reports sufficient evidence, however, upon which the reader can reach his own conclusions. It states:

Numerous witnesses who were in the school building contended that there were threats clearly indicating that physical violence would be used against the members of the board if they did not reemploy Mrs. Mecum. The unanimous testimony of the union teachers was that there were no threats of violence, that while many people were angry at the board, the crowd conducted itself in a quiet and peaceful manner. Even with regard to the estimates of numbers of persons present in and around the school building, the testimony was clearly irreconcilable. The figures ranged all the way from 200 to 2000. Probably the consensus put the group somewhere between 500 and 800.

The testimony of the chief of police, who was present throughout the evening with his deputies, clearly indicates that there were threats of violence. The situation during the early part of the evening as described by Mr. Hutson, the assistant [state] superintendent of public instruction, would certainly indicate that the atmosphere was such that incidents involving likely violence could have arisen.

"The committee is convinced that whether there were or were not specific threats of violence, the majority

members of the board sincerely believed they were in imminent danger. This conclusion was reached after hours of questioning and ample opportunity to observe them as witnesses. It is supported by their precipitate action in reversing themselves after numerous refusals to reemploy Mrs. Mecum and by their resignations the following day. This is not to say that the danger existed but rather that, in view of the excitement and tension, the majority board members in all honesty believed that it did.

In the light of the foregoing, the conduct of certain supporters of Mrs. Mecum is to be condemned. Obviously no citizen should conduct himself so as to cause any public official to believe that his action on a public question is being forced by a threat of violence. No matter how strongly individuals feel regarding an alleged grievance, it is clear that under the American system the remedy lies in the ballot box. The conduct of certain members of the group on the evening of September 6 constituted a great disservice to the children of Oglesby and to the community at large.

The difficulties under which the committee conducted its investigation are clearly obvious in the report. The request from the Illinois Education Association for the N.E.A. Defense Commission to study the Oglesby incident was dated Nov. 25, 1949, seven weeks after the incident had occurred. Considerable time was lost in trying to reach an agreement with the new board concerning the methods, scope and procedure for the investigation. In fact, a tentative agreement was not reached with it until March 29, 1950. Thus, it was nine months after the alleged threats of violence that the N.E.A. committee actually was able to begin the hearing of testimony.

#### WITNESSES HEARD

More than 60 witnesses were heard, the largest group being the teachers in the school system. All four members of the former board testified. These are the four who resigned in protest against the treatment they received on September 6.

Numerous but futile efforts were made by the commission to obtain testimony from certain leaders of the labor group and from the new board members, but in October 1950 the commission was advised that neither of these two factions was willing to testify.

Other threads of the story were not picked up by the committee. It did not consider that its assignment included an investigation of the charges against Arthur F. Symond, who was summoned by State Supt. Vernon L. Nickell to Springfield, Ill., on Nov. 16, 1949, for a hearing presumably to investigate the report that he had made statements at the time of the incident that would raise doubts as to his qualifications as a teacher. At the hearing, the state superintendent presented no charges. When the attorney representing Mr. Symond protested against this omission, the case was continued indefinitely. In response to a recent inquiry as to the status of this case, the state superintendent wrote on Dec. 4, 1950:

"The hearing which was called in my office a year ago regarding the certificate of Arthur F. Symond was continued 'until filing of definite charges.' To date, no definite charges have been filed. As a result, the status of the case remains the same as one year ago."

No information to the contrary has been received by *The NATION'S SCHOOLS* up to this time.

#### ANOTHER CONCLUSION

Observers who are conversant with the situation have expressed the belief that a grand jury should have been called immediately following the incident so that facts could have been obtained and recorded. Even in its delayed investigation, the N.E.A. commission could not subpoena witnesses or compel testimony and therefore could not establish all the facts upon which a complete judgment should be based.

A lesson to be learned from the Oglesby "incident," in addition to the conclusions pointed out in the committee's report, is the fact that the teaching profession must be prepared to investigate such situations as closely as possible to the time of their occurrence. Even more important, it should demand that the proper officials investigate such disturbances and take such action as justice may demand, regardless of political or social pressures. There is sufficient evidence that this was a disturbance which involved the functioning of our form of local and state government, and the investigation of the affair should have been conducted by a legal agency having the authority to subpoena witnesses and demand facts.



Left: The clerk of the local draft board provides information on Selective Service for senior boys. Below: American history students hold a socio-dramatic discussion on U.M.T. Each student presents the views of a prominent military, Congressional, education, religious or veterans' organization leader.

*Helping young people adjust to a*

## PERIOD OF CRISIS

**HENRY C. JENSEN**

Principal, Greeley High School  
Greeley, Colo.

THE present war situation is recalling to the minds of most secondary educators the problems of adjustment faced by youth during World War II. The lessons learned during that time should enable us to anticipate the problems likely to arise in our high schools as a result of present international conditions. The high school faculty at Greeley, Colo., is attempting to do just that.

Probably the most specific problem arising out of the new war is that of students dropping out to enter military service. This problem has been met head-on, with what appears to be considerable success, by the teachers at Greeley. It is significant that in a high school of 700 students, 320 of whom are boys, only one student dropped out during the first semester of the current school year to enter mil-

itary service. This can be attributed directly to the counseling activities of a teaching staff alert to a real problem.

Comments of a number of teachers, most of whom have no specialized preparation in guidance, are significant. A history teacher reports, "At present we are developing socio-dramatic discussions on the topic of universal military training. This provides excellent opportunities for counseling."

A social problems teacher says that discussions in his classes have brought out the need of education for advancement in rank in the services. An English teacher, who is a veteran of World War II, attempts to dispell the romantic notions of war by citing some of the experiences he had while in the service. Another teacher reports on a discussion of the navy film, "Stay in School." He says, "I believe



the boys have been convinced that the service doesn't want them until they are graduated." A science teacher indicates that he has been emphasizing the value of scientific training and background in the preparation for armed forces jobs.

These are only a few examples of the type of counseling being done on both a group and an individual basis. Two points of view underlie such counseling. First of all, there is no attempt to delude the students, especially the boys, about what the future may hold for them. At the same time, the approach has been one of calmness and rationality to counteract the hysteria often so typical of daily press





Photos by Ralph Weller, Greeley High School student.

Informal discussions in the teachers' lounge often center around methods of solving the psychological problems posed by war. Here four faculty members discuss the effect of daily newspaper reports on students' morale.

and radio reports. In the second place, the appeal to patriotism has been a positive one in that an attempt is being made to convince students that they will be of more value to their country if they remain in school until graduation than if they drop everything to get into uniform.

In a sense, the problem of drop-outs is a fairly minor one when compared to the psychological problems, often subtle, that affect all young

people in times of stress. The rôle of the teacher in such times is that of establishing within his students a feeling of security and "belongingness" at an age when young people need to feel secure if they are to develop into well adjusted citizens, able to contribute in a positive way to their society. A statement by a faculty committee at work on this problem says:

"Recently all of us have become increasingly disturbed by the trend

of world events, particularly as it may affect our schooling, occupational planning, and so forth. Most situations can be met *logically*, but this problem has taken on psychological implications. News broadcasts and articles have tended at times to be alarming. In some cases, homes are psychologically confused by the trend of those broadcasts and articles and by the removal—or possible removal—of the father or other member of the family from the home into the services. The students need a calm, factual, reasonable understanding of the situation. It is the responsibility of the school to give them the background which will help them keep their feet on the ground."

It is obvious from the ideas expressed in the foregoing statement that teachers themselves need to possess the feeling of security and the attitude of rationality if they are to assist students effectively in solving the psychological problems brought on by war and its attendant stresses and strains. Only if the teachers are able to see the relationship between their own feelings and attitudes and those of their students can a school be considered prepared to attack the psychological problems posed by war.

Here at Greeley High School teachers for the most part have succeeded in seeing this relationship despite a



A teacher (Richard Nolan, right) and a parent (George Adams) discuss informally the war and how it may affect the future of Mr. Adams' son.

negative morale factor resulting from the continuing price spiral. Through discussions at faculty meetings, as well as through informal conversations in the teachers' lounge and elsewhere, the teachers have become alert to signs of emotional stress and unrest in their students. Within this frame of awareness a number of practices are emerging in the growing effort to preserve balance and poise among the students. These practices are:

1. An emphasis in classes and advisory groups\* and in individual contacts on the growing importance of education for young people in today's world, whether that world be at peace or at war.

2. Emphasis in the teaching within certain subject areas on the contribution which the skills and understandings gained in those areas can make to national defense and to the subsequent building of a lasting peace.

3. Supplying to students factual information on manpower needs, draft registration, and enlistment policies.

4. Increasing emphasis, particularly in the social studies and the English classes on the responsibilities of America toward the rest of the world and on the need for developing intelligent opinions on the tasks that lie ahead.

5. Contact with parents in an effort to develop a feeling of teamwork and mutual responsibility in assisting young people to make wise choices.

6. Group counseling with 19 year olds who face induction immediately after they are graduated.

7. Some increased emphasis on the need for greater physical fitness.

It is much too early to attempt an evaluation of the present effort in Greeley High School to anticipate the problems arising from the new war, and to beat these problems to the punch. Present indications, however, are clearly in the direction of success in this venture. The responsibility of the educational leader at this time is to build within his staff members an attitude of awareness of the problems which the coming months are likely to bring to high school youth. The specific activities used in the solution of these problems should then emerge, as they are now emerging at Greeley, from the experience and intelligence of any good secondary school staff.

\*The advisory group has replaced the homeroom at Greeley High School. It is broader in scope than the traditional homeroom in that one hour is devoted to it daily, thus providing much more time for the development of group guidance techniques.

## School Law Applied to Problems Affecting Teachers and Pupils

SCHOOL LAW. By Madaline Kinter Remmlein, assistant director of the National Education Association's research division. New York City, McGraw Hill Book Company, 1950. Pp. 376. \$4.50.

LEGAL research on educational problems may be regarded as a special type of historical research, utilizing as sources: (1) statutory law (constitutional provisions and legislative or statutory enactments) and (2) case or common law (principles applied by the courts in deciding issues not covered by statutory law).

Adequate synthesis and interpretation of the principles of educational legislation, like sound historical writing, involve the problem solving processes of collecting data, criticism and interpretation. Since use of legal sources is so specialized as to require access to a good law library and adequate background, school administrators and teachers welcome the type of handbook and interpretation represented by Newton Edwards' "The Courts and the Public Schools" (1933) and by the new Remmlein volume.

It is pertinent and interesting to compare the basic organization of these two major contributions. Edwards' 1933 analysis of the legal basis of school organization and administration covers the following topics: school and state, district organization and control, school districts and municipalities, school officers, legal authority of boards of education, school board procedure and records, contractual authority and liability of school boards, school money, school debt, acquisition and use of school property, contractors' bond, tort liability of school districts, personal liability of school officers, employment of teachers, dismissal of teachers, pensions and minimum wages, school attendance, rules and regulations of boards of education, and discipline and punishment of pupils.

The organization of the new Remmlein book follows a chapter plan arranged in terms of the problems of teacher personnel and pupil personnel. The section on teacher personnel covers: certification, appointment, con-

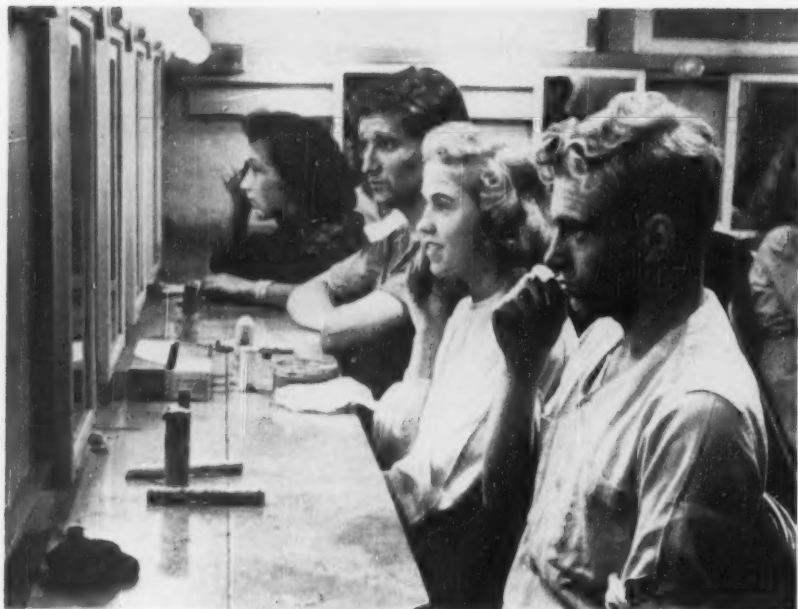
tracts of employment, tenure and continuing contract laws, salaries, resignation or abandonment of contract, leaves of absence, teacher liability for pupil injury, defamation of character, workmen's compensation benefits, retirement and teachers' right to appeal from school board decisions. The pupil-personnel problems include: attendance, control of pupils' conduct, pupil injuries, transportation, courses of study and curriculum, and textbooks.

Other significant features of the new manual or handbook include a helpful introduction, an appendix covering the legal guides and terminology, editorial comments at the beginning of each chapter and other editorial notes, and illustrative extracts from statutory and case materials. Since the emphasis of the book is primarily on the problems of classroom teachers and pupils of the public schools, the author has omitted such topics as alteration of district boundaries and school finance and has treated the law of private schools in the appendix.

### WHEN TO CALL A LAWYER

The participation of teachers' organizations in legislative activities is such today that both teachers and administrators need the type of background found in "School Law" to provide an understanding of the reasons for and the effect and interpretation of particular statutes; reasons for certain court decisions, and recognition of the type of legal problem requiring the advice of an attorney.

The usefulness of the content of this new book has been demonstrated over a number of years in classes taught by Dr. Remmlein at George Washington University. For her special field of research, writing and teaching, Dr. Remmlein has the favorable combination of educational and legal background represented by the doctor of philosophy and doctor of jurisprudence degrees. She is assistant director of the N.E.A. research division, with special responsibility for assignments in the area of educational legislation. —CARTER V. GOOD, dean, Teachers College, University of Cincinnati.



Photographs courtesy of National High School Institute, Northwestern University

## Evaluating **COMPETITION** in the schools

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**A**S READERS of *The NATION'S SCHOOLS* know, the contest committee of the North Central Association of Colleges and Secondary Schools is recommending that member schools consider discontinuance of all interscholastic music, art and speech contests and restrictions on interscholastic athletic competitions. This recommendation has widely influenced the point of view of administrators, not only in the north central states but throughout the country. As a proof of the interest in this problem, it is only necessary to cite the response made to the articles written by Profs. Fisher and Mills in the October and December 1950 issues of *The NATION'S SCHOOLS*.

It seems to me that the recommendation of the North Central Association, generally speaking, is about right. However, before a school administrator can pass proper judgment upon the worth of competition

he should consider the function that competition plays in the construction of each art and athletic activity. A danger may be that some school people will assume that competition should be banned entirely from the school's curriculum. This would be most unfortunate, for it would not be possible to have some worth-while educational activities if the element of competition were taken out of them. In certain educational activities, and this is especially true of some forms of athletics, rivalry is the very heart of the activity. Without it the activities not only would be dull and lifeless, but, more important, they could not even be constructed.

We can cite many physical education situations as examples of educational activities that require rivalry. We know that the educational nature of most sports is far more than mere physical action. For instance, a baseball pitcher faced by the opposing

team's best hitter in the last inning of a game with two out and the tying and winning runs on third and second bases undergoes experiences unrecognizable to a spectator who never has played baseball. This is not an event that can be completed by a mechanical movement of the pitching arm and the projection of a ball past the batter but is, rather, a complex situation that will demand the creation by the pitcher of many appreciations and skills before, during and after the actual throw of the ball.

The pitcher will consider the possibility of striking out the batter as against having the batter hit into a put-out from the field or walking him and then working upon a less dangerous hitter. This poses a problem for the pitcher that demands a choice for a judicious risk as against a desire to master immediately a difficult challenge. A decision must be made to pitch the ball low and curving out-

side, or perhaps hard and fast and near to the shoulders, and to do this the pitcher must psychologically analyze the batter's character and physical temperament.

The pitcher becomes aware of the tension in the bodies of the infielders and, thereby, is conscious of sharing a conflict with teammates. And when the batter strikes out and the game is won or hits and the game is lost there is the shared joy or the shared disappointment with these teammates.

stances competition has as much importance to the art or physical education classwork as a thumb grafted upon a person's elbow. Creative artistry in arts, such as painting, sculpture, dancing and musical performance, is essentially unique and individual. Competition seldom has anything to contribute to a student's production of art works. This is because the student is concerned with expressing his impressions of something that peculiarly affects him. What

tions of whatever they are painting or sculpturing. But usually a contest is irrelevant in these art mediums whenever a teacher wants the student to be imaginative and creative. Competition in these situations often is as illogical as if one were to enter his intellectual and emotional disposition toward freedom, equality, brotherhood or God in a competitive show.

The wise course in determining the value of competition to the school program is to analyze the competition with regard to the particular activity in which it exists. It surely is not wise to declare in general terms that competition is unnecessary in all art, forensics and athletics. As a general rule, competition is artificial in these activities whenever it is not vital to the formation of the product.

This is to say that the rivalry must influence nearly every act of the performer. For instance, the holds a wrestler uses depend upon his opponent's defense. Or the facts and other points that a debater puts into his speech will heavily depend upon what he thinks his opponent's argument will be. And, too, you just cannot wrestle or debate without an opponent. Now if you think that wrestling or debating has no place in an educational program then that is something else again. But if you want wrestling or debate you will have to have rivalry. This kind of educational activity is meaningless unless the performer has a resistance of some sort to overcome.

Whenever competition is a necessary part of an educational activity the real issue for the educator is not one of discontinuing the competition but of emphasis. We know too well that often a student's extreme concern with winning precludes his enjoying the activity. Everyone knows athletes who play a game as if it were a task that must be finished as quickly as possible so that the score can be totaled up and a winner announced—or a student who enters a speech contest for the honor of self and school but not for fun.

These students are so influenced by the idea of victory that they forego all enjoyment of the "here and now" experiences. Especially is this true in athletics, for many athletes so concentrate upon defeating their opponents that they blunt their power to perceive other relationships in the activity and thereby refuse to receive any values and pleasures other than those that come from winning the



A scene from "Death Takes a Holiday." In drama or other fields the administrator should consider what part competition plays in the activity.

In brief, a pitcher in a close ball game gets a chance to undergo a great many worth-while feelings and employs some important mental and physical abilities. But it would never have been possible for the pitcher to construct for himself these valuable experiences if he had not been competing against the batter.

On the other hand, some art and physical education activities should not be made into contests. In these in-

stances a contest has to do with the way that an impressionist sees a landscape, a market place, or a face? Putting together this kind of a painting is not like executing a series of football plays; in a game a vigorous opposition accounts to a great extent for what plays are selected and how well they are done.

Perhaps contests can contribute criteria of a sort when the artists are supposed to do only realistic imita-

game. Witness how few handball players are ever aware of the enjoyable rhythms created by the slap of the ball against glove and walls.

Not does this attitude of winning the game at the cost of enjoying it apply only to athletics. How many debaters are there who see in their opponent's speech anything other than an argument that must be beaten down? But I know of one young man who so appreciated his opponent's argument that in his own turn for rebuttal he reversed his side and proceeded to add what he could to the other side's point of view. I believe that I can understand this young man.

As the contest developed he appreciated something that was more worth while to him than his desire to win, and so he identified himself with his new discovery in the belief that it would prove the more fruitful experience.

It is not good teaching if the idea of victory is allowed to wrap itself around the parts of a contest until the pupil cannot perceive anything but the goal of winning. Pupils should be taught to perceive most, if not all, of the many aspects of a competitive activity and learn to appreciate each pleasure and value for its own sake. But I have been saying that some

educational activities are meaningless without rivalry. Without competition they not only are not vivid but, in most cases, cannot exist.

I also believe that some of these activities are too fine to lose. In these cases it is the teacher's job to instruct the pupil in how to keep a proper perspective toward winning. It does not follow that because some teachers and pupils overemphasize the importance of defeating opponents all competition must be eliminated from the school program. We should not be like the Queen in Alice's Wonderland who, whenever something displeased her, always ordered, "Off with its head."

## TEACHERS ARE CITIZENS, TOO

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IT SEEMS clear that teachers not only should and can but *must be* first-class citizens in the fullest sense of the word.

To begin with, teachers make up a large bloc of the best educated, the most intelligent, and the best intentioned members of our society. To exclude such a group from active part in political affairs is to diminish correspondingly the quality of public life.

### TEACHERS OF CITIZENSHIP

Moreover, it seems evident that all teachers are teachers of citizenship. They help students cultivate the necessary civic knowledge, skills and attitudes. But this is not enough. In order to be fully effective, we who constitute the teaching profession must ourselves be active citizens. We must teach, supervise and administer from experience as well as from books; we must set the all-important example. We must bring more democracy into the classrooms, faculty conferences, and school board meetings.

In general, good teachers always have done the things that good citizens are supposed to do. They have skill in solving problems and an attitude of critical thinking. They know their local community. They recognize

propaganda. They have a basic understanding of social phenomena and a desire to promote human values. They work for the coordination of community activities, and they take part in movements for community betterment.

But, as school administrators and teachers, we sometimes have fallen short in doing the specific things that actually go to make up democratic politics.

We are sometimes slow to inform ourselves about our civic rights and to exercise and protect them.

We are reluctant to run for office.

We neglect to join a political party and participate in the selection of candidates. We remain independent rather than choose to be independent.

We usually dislike to be a worker for any political group.

We often avoid political rallies and turn off political speeches on the radio.

We skip the political news in the papers.

We rarely get around to writing our Congressmen.

We are tempted to beg off from jury duty.

We sometimes even forget to register and vote.

Of course, there are many good reasons for our behavior. True enough, school people are overworked. True enough, they are subject to reprisals from political enemies. But these reasons can be and are offered also by lawyers, grocers and farmers.

It would be foolish to deny the fact that the active citizen lets himself in for a lot of grief, criticism and even abuse and that he can escape most of this by withdrawing from political affairs. But the right of self-government is also the obligation of self-government, and we can't escape from either, even if we should want to.

### PROBLEM OF "PROTECTION"

Actually there is no solution to the problem of how the active teacher-citizen can be "protected," but it is easy to see that we can improve the situation somewhat. As teachers and administrators we can continue to make real efforts in the directions of achieving greater personal and professional growth, obtaining sound tenure, and strengthening our educational organizations.

Such is the unity of all things that in a democracy we must be good citizens in order to be good teachers or school administrators.



# CHALK DUST



## APRIL CHATTER

ACCORDING TO THE *New York Times*, the average number of words used in each utterance to one another by male and female adults is in favor of the female by a ratio of 10.3 to 5.2. It is obvious that these scores were computed on general conversation and not on conversations between school administrators and irate mammas. While no recording machine has yet been built with speed enough to handle the latter cases, a reliable guess would be 100 to 1 in favor of the mammas.

*APRIL starts the blood a-leaping/ flowers are flowering, peepers peeping/ balmy breezes fill the air/ Spring is busting everywhere/ Mumps and measles bring a flurry/ lay attendance records low/ but the Big Boss feels no worry/ eight months down and two to go/*

## EGGS—AMPLE

FOR THE BENEFIT of school executives who are eager to convince the teacher that they know something about the learning process, I describe here an Easter Project which is guaranteed sure fire. Inasmuch as Easter surprised everybody this year by arriving before it was due, the project is too late to use, which is undoubtedly a fine thing all around.

"One of the most timely and seasonable projects for teaching arithmetic," gushes a teacher-how-to-do-it magazine "is the Easter Egg Hunt. It calls for a lot of number concepts, counting eggs, buying baskets, and working with colors."

I pause to weep unashamedly to think that I fell hook, line and sinker for the Commercial.

First, how did I finance? you may ask. Despite a surreptitious search of my winter killed budget, I could find no money for eggs, which were the material most needed for the project. In the end I had to get the eggs by putting the usual heat on each child. Therein lay some trouble, for the hens were evidently not project minded, many eggs were lost or fractured en route to school, and several were used on unwary pedestrians and the school bus driver. However, after enough pressure had been applied on the children, I was able to get several dozen eggs—some of dubious ancestry.

The egg coloring was fun. The kiddies colored eggs, walls, floors and one another with enthusiastic zeal, although I felt that any gain in arithmetical understanding may have been lost in the indifferent social relationships engendered.

Then came the Hunt, and what a merry time for all! The little folk had hidden their eggs in the most unusual places—under the radiator, in the chalk boxes, in my best hat, and elsewhere. One original little fellow had

hidden half a dozen eggs over the door lintel, but unfortunately they were destroyed because they fell off every time the door was opened. Oh, what fun it was to step gingerly about the room crushing fruitful eggs at every step! Little Putrid, who didn't quite grasp the rules of the Hunt, insisted on throwing eggs at her astonished playmates (Note to secretary: Remind me to organize that class for low I.Q. pupils and transfer Putrid at an early date), and in the resulting melee I was somewhat discomfited. I stoutly maintain, however, despite what the janitor is telling around, that the teacher did not throw that last egg at me as I retired from the Project.

I am hopeful that the children got a lot of incidental arithmetic understanding out of the preplanning and the execution of the whole affair. As for myself, after paying a dry cleaning bill for my suits and cleaning bills for several parents, plus a bonus to the school janitor, I have learned a great deal, especially about eggs.

## Superintendent's Reverie

*The clever thoughts I thought I thought  
Are often thought but never used.  
The brilliant utters, uttered not,  
Are merely muses merely mused.  
The deeds undone, the words unsaid  
Into my deep subconscious creep,  
So when, at last, I get to bed  
I try to kick myself to sleep.  
I wonder when sleep fails to come  
How dumb I am to be so dumb.*

## THIS CHANGING WORLD

### Teacher's Contract, 1851

THE BOARD OF EDUCATION agrees to employ the teacher at a salary of \$2 a week, or its equivalent, provided that said teacher agrees to use no cosmetics, perfumes or fancy soap. The teacher is expected to have no male acquaintances unless they are retired missionaries or agents of some benevolent society and will conduct herself with due regard to the highest rules of dress and decorum at all time.

### Teacher's Contract, 1951

THE BOARD OF EDUCATION agrees to employ the teacher, with or without formal education, husbands, boy friends, or similar handicaps, provided that said teacher is physically able to get to the school or otherwise shows any signs of life whatsoever. The teacher is respectfully requested to give the board of education two hours' notice before accepting another position, but this provision is waived if it is not convenient.

# MAKING THE SCHOOL PART OF THE COMMUNITY

A. V. OVERN

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University of North Dakota

WHEN may the school or college be regarded as a part of the fulfillment of the community educational aspirations? That question is an important concern of most administrators, and few thus far have found an answer that fully satisfies them. The purpose of this article is to suggest a few basic premises on which possibly a more satisfactory answer may be developed.

## BASIC PREMISES

*Premise 1.* The custodians, instructors, supervisors and administrative officers in public institutions of learning all have duties of stewardship toward the community whose interests they serve. They are stewards of an important educational trust or responsibility that has been committed to them.

*Premise 2.* One part of the educational trust is to discover the aspirations that the parents and the community as a whole have for the younger people who are enrolled in school.

*Premise 3.* Another part of the educational trust is to discover the educational hopes and desires that the adults in the community would like to fulfill for themselves.

*Premise 4.* A third part of the educational trust is to discover the best means of giving the public in the particular community served what it wants for its children, youths and adults both in and outside of the regular school enrollment. In other words, the school or college, in addition to serving its own specialized purpose, has the responsibility for maintaining an educational leadership that serves the desires of the whole integrated community.

*Premise 5.* A fourth part of the educational trust is the duty of the administrative officers to evaluate and report to the public regularly (1) what the analysis of the educational needs of the community indicates; (2) what facilities and learning activities

have been fostered; and (3) the apparent results.

Of course, reliable means should be found of discovering what the public's educational desires are, and skill should be developed in providing the public with effective ways of achieving them. How much have the results that seem to have been accomplished cost the public in money? Should more money be appropriated for an expanded program of educational service? Such questions should be presented to the public, and it should be asked to supply the answers.

*Premise 6.* The public owns the schools and colleges and should not try to escape from its basic responsibility for determining what objectives should be fostered there and what means should be employed to accomplish them.

## DISCOVERING PUBLIC WANTS

Some means used frequently to discover what the public wants the school or college to supply in the way of educational opportunities for itself and its youth may be mentioned here, only for the purpose of illustrating how close the cooperation should be in order to make the school or college a functioning unit in a fully integrated community. Just a few of the possible means of discovering public wants in an educational way are: (1) community surveys conducted by the school administrators; (2) studies of the library reading habits of the public; (3) analyses of advertising, radio programs, and service club activities; (4) analyses of the educational aims of various organizations to which the public belongs for educational purposes; and (5) interviews with many sampled individuals concerning their desires for educational improvement.

Means commonly employed for supplying the services that might fit best with the educational aspirations discovered are: (1) the school plant,

including all facilities for play and recreation; (2) the teaching, advisory and guidance services; (3) the necessary equipment and supplies for carrying on the best instruction; and (4) the contribution of the custodial service, the maintenance of good school hygiene, the health service, the physical education program, all sports, forensics, literary and dramatic services, and any other services that may be brought to bear upon the fulfillment of the educational task. The attitude that everyone who serves the public in any educational capacity is a steward of its interest is perhaps the most important principle on which to base all good school public relations.

What is the chief task or purpose of educational employees in trying to establish better school public relations? Some have said that it is to sell the school to the public. They have tried to do that through advertising what goes on in the school and through telling others that the teachers are excellent. Others have considered the chief purpose of school public relations to be to soften the opposition of the public to spending more money for new buildings and equipment.

## DEVELOP PUBLIC UNDERSTANDING

Probably the most important task or purpose in perfecting school public relations is to develop a public understanding of the function of stewardship that has been assigned to the paid educational personnel and a sympathy for the schoolteachers and other officers who are entrusted with the educational work and leadership.

It helps to maintain a highly co-operative spirit in any enterprise when the owner has some understanding of the difficulty of its problems and when that understanding arouses his sympathy. It helps to create better public relations if the public believes that its educational officers know the educational needs of the community and the aspirations of the public. There should be a give-and-take relationship between the public and its educational officers. There should be confidence that the latter are able to interpret for the public how the various means of instruction and educational service are being adapted successfully to stimulate the curiosity of the learners, both youths and adults. The educational officers should be able to demonstrate at all times that they are using the best means to achieve the reasonable social objectives.

THE National Association of Secondary School Principals at its meeting February 10 to 14 in New York went on record as opposing a draft of 18 year olds.

The executive committee, which drew up the recommendation at the association's 35th annual conference, said that unless Congress recognizes a need for more drastic mobilization drafting 18 year olds would not be justified because "a large segment of our citizenship is not yet convinced that the international situation demands such drastic action."

#### EXTRA PAY FOR EXTRA WORK

The currently hot issue of added compensation for extra work and responsibility was the subject of one session. On this subject C. E. Hinchey, deputy superintendent of schools, Schenectady, N.Y., declared:

"Many educators believe the only realistic and sound approach to the solution of the problem lies in the professional job concepts." He added that this concept implies that the best possible professional salary schedule is to be paid the individual who performs efficiently all responsibilities associated with the position.

"To segment the concept of a responsibility and to attach variable payments to the segments will probably lead eventually to the 'hourly wage rate concept.' It is doubtful whether the two diametrically opposed concepts can exist for long together in the same profession," Mr. Hinchey declared.

Lloyd W. Ashby, principal of Cheltenham Township High School, Elkins Park, Pa., summed up his ideas on the same topic as follows:

"There are two requirements basic to teacher morale. The first is the payment of salaries commensurate with the work and the service rendered. The second is a rededication on the part of the members of the profession to the ideals that differentiate teaching from ordinary types of employment. If these two requirements can be adequately met, the matter of extra pay for extra work will fall into place with reasonable effort and without impairment of professional morale in the ranks of our teachers."

Effective guidance of children and young people seems to be one of the few bright and constructive aspects of the world today, according to Ruth Strang, professor of education at Teachers College, Columbia.

## Secondary School Principals Consider Administrative, Pupil Problems

"Administrators and personnel workers are partners," Dr. Strang declared. "The personnel worker serves as a consultant to the principal. He is an aid to teachers and teacher-counselors, helping teachers to understand pupils, and pupils to understand teachers. He also is a discoverer of unrealized talents and potentialities among both pupils and teachers. He helps pupils to make the most of the education offered in the school, and finds the real reasons for their occasional failure to do so."

"He is an aid to parents in their guidance of children; in this capacity he can relieve the principal of some of his conferences with parents. As an evaluator of the effectiveness of the education as well as of the guidance offered, the personnel worker follows up pupils who have left school, and obtains their suggestions for improvements."

Speaking on the same subject, G. L. Cleland, principal, Ingalls Junior-Senior High School, Atchinson, Kan., declared that the classroom teacher has the most important rôle in the guidance program.

"In the large high school an adequate guidance program calls for trained personnel to give special types of assistance to students and teachers. The guidance specialist functions in a dual capacity. He works with the individual student whose teacher is inadequate in meeting his special needs and he works constantly to help teachers become more competent in meeting those needs."

#### LIFE ADJUSTMENT COURSES

Closely related to guidance activities is the life adjustment program. Paul D. Collier, chief of the bureau of youth services of the Connecticut State Department of Education, considered this topic.

"State departments of education will have to be on guard to prevent the term 'life adjustment education' from being used as a scapegoat by those who do not understand its meaning and purposes," Dr. Collier warned.

"Guidance, progressive education and many other movements that have contributed greatly to educational reorganization have gone through cycles where minds have been closed through misunderstanding. Through conversations, through speeches, and through documents prepared for distribution, patience and skill should be used in clarifying the values in life adjustment education."

#### EXPERIMENT GOING ON

Clarence A. Brock, principal, Rivesville High School, Rivesville, W. Va., told about the life adjustment experimentation going on in his state. Two pilot schools within the county are carrying out the experiment. One is a small junior high school, and the other is a six-year secondary school with an enrollment of about 400.

Eight areas of general education are included: (1) oral and written communications; (2) literature by discussion, reading and listening; (3) health, recreation and fitness; (4) the social studies; (5) physical and biological sciences; (6) applied arithmetic and elementary mathematics; (7) fine and applied arts, and handicrafts, and (8) home science, home arts, home skills, and consumer education.

"Teachers and students were asked to evaluate the new program," Mr. Brock stated. "In answer to a 12 question, unsigned questionnaire as to their opinion on the improvement of the new plan over the old, almost 75 per cent of the students claimed that they could see an over-all definite improvement over their previous educational experiences and 86 per cent of the teachers graded the total program favorably."

Gerald W. Smith, principal at the Moline Senior High School and Community College, Moline, Ill., considered life adjustment education in the community college. He declared:

"The encouraging thing is the growth in the number of schools that have taken on the full program of university-parallel, terminal and adult education, schools that are offering

every course within reasonable attainment in their community, whose doors are open day and evenings, and whose curriculums are completely flexible. The programs of such community colleges undoubtedly make up some of the outstanding progress in this country in the direction of the ideals set forth in the concept of life adjustment education.

#### PRINCIPALSHIP STANDARDS

John Ruti, professor of education at the University of Missouri, discussed the report of the association's study committee on personal qualification and professional preparation of the high school principal.

The report reveals that the standards for secondary school principals which prevail within the 48 states today reflect extreme disagreement and confusion. One section of the report deals with personal traits of the principal and mentions such attributes as character, maturity, and physical and mental health. It emphasizes courage and independence.

Our schools and their leaders operate under all sorts of pressures, some of which are both powerful and vicious. Effective educational leadership these days calls for courage of a very high order and at least some critics of our high schools allege that their administrative officers lack this quality. Admittedly the personal qualities requisite for success are an indispensable part of their equipment and accrediting agencies and graduate schools should devise more valid means of screening out their incompetents.

Dr. Ruti believes that teacher training institutions date not neglect the suggestions of the committee report and its clear implications.

#### INTERNATIONAL UNDERSTANDING

Describing the development of a program for international understanding at Lakewood Junior High School, Long Beach, Calif., Eaton C. Bemis, principal, explained how student government plays a part, how the school curriculum has been used, how the program for UNESCO contributes, and how school and community work together in accomplishing the goals of international understanding.

The junior high school puts on a Pan-American Festival of Friendship annually. All civic organizations in the community take part, and students, teachers, townspeople and businessmen attend in costume.

C. J. Whitney, principal of Theodore Roosevelt High School, Wyandotte, Mich., reported that for the last six years his school has offered a social studies course that culminates in a week's exchange visit with a similar group from another school. Each member of the group stays in the home of the student he has been corresponding with throughout the year.

Each individual earns \$50, and the remaining amount is made through group projects. A high scholastic average, emotional stability and good school citizen report are necessary before applications are accepted. An attempt is made to see that the group represents the different religious, economic, and nationality groups of the community and it is evenly divided between boys and girls.

The work is definitely keyed to the more able group of students but in today's high school this is the group that is most frequently neglected. Mr. Whitney said.

#### TAKING CARE OF THE GIFTED

Going one step farther in planning activities for children with high IQ's, Harold A. Odell, principal, Princeton High School, Princeton, N.J., considered the two main administrative problems in a program for gifted children: (1) identifying the gifted, and (2) making special provisions for them.

He discussed the four education devices that he believes will meet all the educational needs of the gifted. These are: acceleration, enrichment, ability grouping, and elective courses. No one of these four devices will be adequate to meet all the education needs of the gifted. Responsible educational authorities should promote and encourage pilot studies in the area of the gifted child, he suggests.

Earl E. Sechrist, principal of Ensley High School, Birmingham, Ala., told how his school employs standardized tests in selecting pupils for work in reading improvement. In the beginning two tests are given. The first is to get a rough check on intelligence; the Otis Quick Scoring Test of mental ability usually serves this purpose. In some cases the Binet tests have been given for a more accurate check. The intelligence test is followed by a standardized reading test.

Choosing only pupils whose reading ability fell behind their mental ability, this school limited the classes to 20 pupils, each group receiving at least

20 lessons 45 minutes long. Those who used the tachistoscope and reading accelerator all improved their reading speed without loss of comprehension, some doubling or tripling their speed. All improved their starting speed.

Our experience indicates that the individual method of training, where the pupil competes only with himself and progresses at his own rate, is faster and more effective," Mr. Sechrist concluded.

#### DRIVER EDUCATION

Speaking on driver education and its present practices and trends was Fwing Konold, principal of Santa Monica High School at Santa Monica, Calif. This type of consumer education not only results in better driving but filters into the home and influences the driving habits of adults, he said.

The perplexing problem of high school fraternities and sororities was tackled by Joseph D. Moore, principal of Lansdowne High School, Lansdowne, Pa. He described how his city's schools convinced the community that the secret society problem was not a school problem—it was a parent problem. The solution, however, came about through concerted school action, as was previously described in *The Nation's Schools*.

#### REDUCING DROP-OUTS

Ellsworth Tompkins, specialist for large high schools, Division of Elementary and Secondary Schools, U.S. Office of Education, sketched the rôle of the principal in reducing the number of drop-outs.

"The principal sets the tone of the high school," Mr. Tompkins asserted.

If he creates the atmosphere of democracy in the school, teachers are likely to adopt democratic attitudes as their individual personalities permit, and in turn pupils are likely to develop attitudes favorable to democratic procedure.

"One of the primary responsibilities of the high school principal is to foster good staff relationships, deal democratically with the staff, and contrive a school atmosphere in which teachers can feel secure and confident and in which teachers can help boys and girls to feel secure and confident. In this way, the principal can exert a direct professional impact on the holding power of the high school."

An explanation of how the schools of Illinois are testing out one hy-

pothesis in regard to curriculum improvement in senior high school was given by C. W. Sanford, director of the Illinois Secondary-School Curriculum Program at the University of Illinois.

"The hypothesis is that meeting the real-life needs of students is possible only when the *entire faculty*, under the leadership of the principal and the tutelage of the teachers directly concerned in each instance (1) *decide together* the purposes of each of the subject or service areas of the school; (2) *decide together* which of the accepted purposes of *each* subject or service area are and which are *not* currently being embodied in the program of the school; (3) *decide together* what can and should be done to implement those of the accepted purposes in *each* subject or service area which is currently being neglected; and (4) collaborate with at least a panel of representative patrons and pupils in these deliberations since it is essential that they understand, approve, and support the program of the school."

Will French, professor of education, Teachers College, Columbia University, discussed the teacher shortage problem raised by the current crisis. He suggested the following: a campaign to show parents of present elementary school children how the high school education of their children will be affected by shortages; provisions for housing and better salaries, including tenure and retirement; building a reserve corps of teachers for each high school; and a sensible Selective Service policy at local, state and national levels.

#### NEW OFFICERS

Officers elected for 1951-52 are: president, Joseph B. Chaplin, Senior High School, Bangor, Me.; first vice president, Harold B. Brooks, Benjamin Franklin Junior High School, Long Beach, Calif.; second vice president, Joseph C. McLain, Senior High School, Mamaroneck, N.Y.

The executive committee, in addition to the officers, will include the following: W. L. Spencer, professor of secondary education, Huntingdon College, Montgomery, Ala.; James E. Blue, principal, West Senior High School, Rockford, Ill.; L. M. Drake, principal, Mound Junior High School, Columbus, Ohio; and George L. Cleveland, principal, Junior-Senior High School, Atchison, Kan.

## A.S.C.D. Meeting Stresses Need for Public Participation in School Planning

BEING Americans, we believe that the differences dividing man may in some way be softened or resolved through the intervention of the schools." In these words, Prof. George S. Counts focused the thinking of more than 1800 educators attending the sixth annual convention of the



Gladys L. Potter, deputy superintendent at Long Beach, Calif., is the new president of the A.S.C.D.

Association for Supervision and Curriculum Development in Detroit February 10 to 15. Two problems weighed most heavily in the discussions of the delegates as well as in the three major addresses—the threat of communism together with the fear that "war is inevitable" and the importance of greater public participation in the planning of today's schools.

Prof. Stephen M. Corey of Columbia University brushed aside every possibility of excuse for a refusal to accept the public as a partner and forthrightly told the curriculum experts, "At times we may be getting what we deserve because we have forgotten that the school is a community enterprise and will be supported only if the community understands and values what is going on."

This year's convention, like that of last year, centered around 10 discussion groups representing nearly all phases of supervision and curriculum development. The mechanics of the convention were so perfected that every one of the more than 1800 per-

sons in attendance could actually take part in the proceedings. Such topics as the school's responsibility in world affairs, fostering experimentation and research, changing curriculum design, improving materials of instruction, using consultant services effectively, reducing pressures and tensions, and cooperating with community groups and agencies drew capacity audiences. Each group on the concluding day of the convention formulated recommendations that were summarized and presented to the general assembly for its consideration.

#### DISCUSSION GROUPS

While the convention departed from the plan of most such assemblies in that it relied on discussion groups to discuss recent developments and trends, yet the few speakers who were heard by all were of great interest.

Melvin A. Glasser, executive director of the Midcentury White House Conference on Children and Youth, viewed with concern the "emergency bandwagon" that always precedes major crises and made a plea "for saving children in this emergency before we save things and material resources." Declaring that the situation of our children today is different from that in World War II, Glasser told his audience:

"We face a much longer period of pressure and tension—perhaps a generation. . . . We have 45 per cent more children under 5 in our country today than a decade ago, and this younger group will place unprecedented demands upon educational, health, recreational and social welfare facilities."

Bearing down on the problem of curriculum construction for all youth, Dr. Glasser emphasized: "Perhaps our greatest human waste comes from the children who do not adjust in schools. There is evidence that much of this is directly attributable to teachers and school curriculums which do not take sufficient account of cultural factors."

The U.A.W.-C.I.O.'s Walter Reuther made a favorable impression. Declared Reuther: "Fate has made Amer-



na the custodian of world freedom. This is a struggle for democracy, not a struggle for geography. We cannot win this fight if we fight with guns alone.

Freedom must take the offensive on the peace front. The forces of freedom must out-work, out-organize and out-manuever the Communists on the peace front.

At the second general session, Andrew Cordier, executive assistant to the secretary general of the United Nations, devoted much effort to assuring the audience that most of the peace loving world is contributing to the Korean conflict in an effort to establish peace. "Forty countries have contributed to the Korean effort. On the whole, the contributions were much greater than Americans have been led to believe. As the world's best advertisers, we are advertising more than any other people on earth how other people dislike us. That is not the way of leadership."

The address which many considered had the greatest implications for schools was that of Richard Kennan, secretary of the Commission for the Defense of Democracy Through Education of the NEA.

Warning the audience that, "We as educators don't look very healthy in some ways right now," Kennan urged the delegates to resist the forces in America that threaten to undermine the influence of the public schools. He cited Pasadena, Calif., where the School Development Council "says you are using methods that create juvenile delinquency." In New York, "the National Council for American Education says you are trying to make Socialists and Communists out of all the boys and girls in your classes." In Boston, he noted, a prominent churchman recently declared, "You are godless and leading the children to atheism!" Kennan called for action when he declared, "Our silence has seemingly made the disparager bolder, and it is time now to stand and courageously face our attackers and with truth and intelligence and our best skill win the respect that is in jeopardy."

Better public relations were envisaged by Mr. Kennan as a road to greater understanding of the schools by the citizens. The public, and especially parents have not just a right but a very real responsibility to try to keep up with what the schools are doing and to make constructive criticism. We school people need to be better public relations people. We

need to make the public know that we realize the schools are theirs and not just ours."

Prof. Alonzo G. Grace of New York University, further reinforced the concern of the curriculum experts for world peace. Said Professor Grace:

"We live in a dangerous age, but the greatest danger to the United States in my judgment is the threat of events and forces from within our country which tend to weaken American character. . . . Democracy need not mean indecision. It does not mean waiting for the election time for decisions that are needed now."

In concluding his remarks, Professor Grace stated, "One of the great undiscovered needs is the development of an instrument which will reveal the forces that have contributed to the education of the individual."

#### RESOLUTIONS ENDORSED

In the concluding hour of the convention, the delegates, representing 46 states and Canada, considered and endorsed a number of resolutions. Of greatest concern seemed to be the "low defense priority on education." Realizing that the file is the destiny of most resolutions, the convention delegates elected to refer to their declarations as reports of the "action committee" in the hope that they would serve as more than an indication of thinking.

C. W. Hunicutt, of Syracuse University, chairman of the resolutions committee, stressed this fact: "There is a long period of tension ahead and people will tend to forget the importance of our schools. This is really the time we should be expanding the schools rather than retreating them." He asked for a "judicious deferment policy" for teachers. "They believe in the importance of their work; they are not running off to work in war plants."

The resolutions also included one directed to the protection of student rights to inquire into any area of knowledge, including communism. "They must understand totalitarian government to know its real dangers."

The convention reelected Mrs. Gladys Potter as president. It gave a standing ovation for the work and report of its executive secretary, Arno Bellack, who is completing his second year in that position.

Next year's convention is scheduled for Boston—Reported by OTIS A. CROSBY, senior administrative assistant, Detroit public schools.

#### ● Moral, Spiritual Values Subject of E.P.C. Report

THE outstanding report presented before the AASA at Atlantic City, N.J., last month was the 100 page document "Moral and Spiritual Values in the Public Schools," the work of the Educational Policies Commission.

"The public schools should teach objectively about religion without advocating or teaching any religious creed. The schools should be hospitable to all religions but partial to none," the report sets forth.

The E.P.C. makes no bones about its thesis that national survival depends upon "intelligent and fervent loyalty to moral and spiritual values."

John K. Norton of Columbia University, chairman of the commission, in presenting the report, declared:

"Moral and spiritual values compose one of the greatest resources of the free world. Warfare, if forced upon us, and military victory are but means to an end. It is for the moral and spiritual values of free men that we would fight. Free education is one of the great preservers of these values."

"The public schools reflect the religious diversity and tolerance that have helped make our nation strong. A common education consistent with the American concept of freedom of religion must be based, not on the inculcation of any religious creed but rather on a decent respect for all religious opinions. Such an education must be derived, not from some synthetic patchwork of many religious views but rather from moral and spiritual values shared by members of all religious faiths."

"Moral and spiritual values are basic to all other educational objectives. Education uninspired by these values is directionless. Moral and spiritual values unemployed in human behavior are empty."

"Success or failure in teaching these values involves a partnership between the schools and other powerful educative agencies, such as the home, religious institutions, community life, and mass media of communication. When they cooperate their influence is powerful. When they work at cross purposes and permit negative influences to surround the young, the results are disastrous"—M.W.

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## BREAKFAST CLUB

**CELESTE W. GOULD**

James Madison School, Philadelphia

THOSE of us at Madison School, Philadelphia, were still much aware of the damage done and the devastation caused by the second world conflict when, on April 8, 1948, the Youthbuilders Program was introduced in our school.

This program is designed to help build citizenship among school children by showing them how to solve problems in everyday life through a logical procedure that leads to implementation by "change action." When the problem of helping the hungry children of the world became our topic, we decided we could be most effective by beginning at home, in our school, and in our community.

We knew there were people in our own lives, friends and relatives who needed extra food, an apple, a bottle

of milk, a slice of raisin bread with jam or butter. We decided this was a job we could do; we would create a Breakfast Club in our school. We were 20 strong, fired by an idea. We had no funds with which to work. One boy pulled three pennies from his pocket. With them, we started upon an adventure. When we took our project to our principal, she gave us encouragement and some money. With the assistance of the faculty and the other pupils in the school we had gathered courage and accumulated \$12.78 by the end of the second week.

Our first problem was a difficult one. Whom should we invite to our Breakfast Club? How could we get to those who, we felt, needed help most without embarrassing them and without stigmatizing ourselves as a charity organ-

ization? We asked the teachers to help because they know those children in whom we should be interested. They sent us the names of 70 children who were underweight or whose home background indicated extreme deprivation or disruption.

We invited these children to meet with us in small groups without the rest of the school's being aware of what was happening. We chatted about our plans and purposes, emphasizing the need to build up the health of every child in the school. These meetings ended with a "pay-for-what-you-can" plan. The children did not mind other children's seeing them in the club if they were paying for what they ate. However, within the club there was no set price. Whatever a child offered was accepted; if he offered nothing, he ate just the same.

Next, we were confronted with handling "quantity" and "quality." What would we offer the children and how much? What foods are the best bodybuilders? How much of these foods could we afford to buy? Where should we buy? How should we buy? We asked for a conference with our school nurse and our school dietitian. They helped us plan a series of suitable menus, selecting good bodybuilders from the low-price range. Our dietitian lent equipment and assisted us in buying in quantity.

### RECORDS KEPT

We used arithmetic periods to work out probable costs and methods of keeping records of daily expenses. We visited neighborhood stores to learn prices and to compare them. Individual likes and dislikes of foods were discussed, and the most popular foods were bought whenever possible.

Because we had no equipment of our own, we used that of our domestic science room. Our school secretary helped us to obtain additional equipment. She telephoned large stores and restaurants asking for any help they might be willing to give. One large chain restaurant came through with



A member of the Youthbuilders dishes up oatmeal for two fellow pupils. Good breakfasts have helped children grow physically and emotionally.

## Sexton Quality Foods



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boxes of discarded mismatched dishes and good sturdy silverware.

The children's lunchroom is located on the first floor next to the domestic science room. This makes it easy to operate our Breakfast Club. Stoves and other equipment are available when we need them. Our problem here is to use the equipment we need, then clean up, and have the room ready for classes by 9:30, when the school assembly is over.

The Breakfast Club children organized themselves. The president seats the children as they enter, according to their preferences. Volunteers bring up the milk crates. Others wash hands thoroughly, don aprons, and set about preparing the food. Still others give out paper napkins and whatever silverware may be needed. One or two children supervise the care of the pupils' clothing.

#### GOOD MANNERS

While this is going on, the children come in and put their clothing in neatly folded piles on benches. They find places at the long tables, 12 to a table, six on each side. They spread their napkins in front of them and talk quietly while breakfast is being prepared. They have become tremendously aware of the importance of good manners at the table. One child expressed it beautifully when he said, "Good manners keep elbows from knocking milk bottles off the table." Children

keep coming in and seating themselves until breakfast is ready to be served. They chat among themselves and move about with seemingly little effort or haste. Each child knows what his role is, whether serving or eating.

At the end of breakfast each youngster cleans up his place, carries his trash to the container, places his bottle in the crate, or his cup on the waiting tray, drops his pennies into the box and stands in line waiting to be dismissed to the fire tower. Pupils go out through the fire tower and up to their various rooms to avoid causing confusion in the corridors or on the stairs if classes are moving.

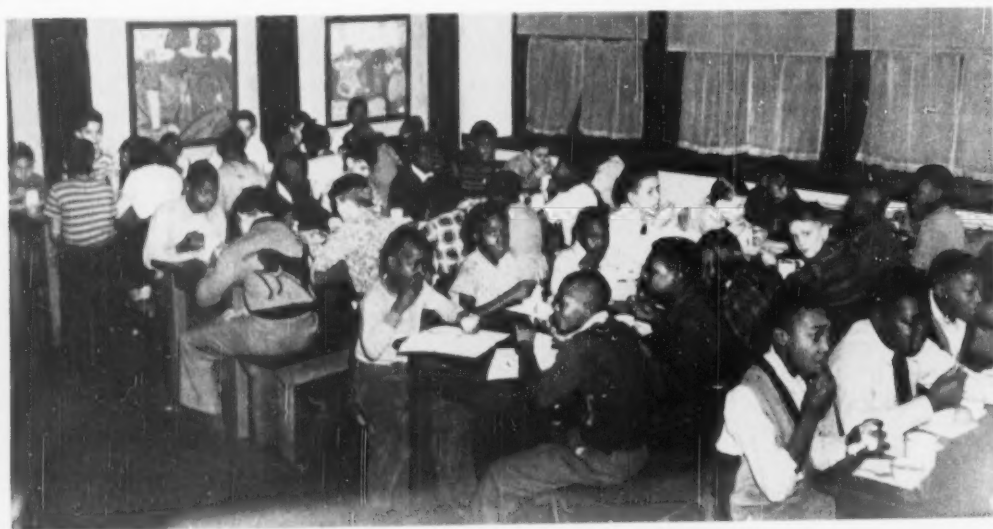
The Youthbuilders continue to raise funds to keep the club going by a series of school activities. Admission depends upon what children are able to pay. Since every child feels free to go to the club to eat if he needs to, he has an interest in supporting the fund-raising activities. Since each child eating breakfast pays something if he can, the children are eager, happy and seemingly satisfied with the setup as it has evolved. Few children really want something for nothing. It helps their morale to feel they are sharing the expense of their food.

Our Breakfast Club has worked some miracles not foreseen at its beginning. It is gratifying to watch the growth of individual children physically and emotionally and to see the development of healthy group feeling.

The Youthbuilders themselves have developed new muscles to shoulder the responsibilities of organizing the club and raising funds to keep it running. They have learned to stand aside and let the Breakfast Club children help themselves. They have learned how to get help from adults when they need it and still retain their autonomy. They have learned how to show appreciation for help extended to them. They have adjusted to an "expectation of problems to be solved." They have gained stature by learning that they can solve those problems. Hardly a week goes by that does not present a problem for them to solve.

#### THRESHING OUT PROBLEMS

For example, when we talked about giving dances and movies in school to raise funds, one boy questioned the wisdom of the proposal. In his social experiences, dances were a source of quarrels, arguments and fights that sometimes resulted in killing. Some dances themselves were vulgar. In the discussion it was disclosed that this was a common experience for many of our children. Many periods of discussion went into threshing out the problems this experience presented. On two occasions adults, skilled in handling teen-age dance groups, were brought in for demonstration. The boys and girls have found that acceptable social behavior in a relaxed atmosphere can be developed. Movies and



Boys and girls enjoy their morning meal at the Breakfast Club.



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There are Hobart food machines to improve output, cut costs and maintain standards in every department you operate—machines that are known as breadwinners, the world over, for their dependable, long-lived performance, their sanitation features, their speed and ease of operation. Only through Hobart can you so easily project your planning, purchasing and servicing over such a wide range of quality machines.

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Trade Mark of  
Quality for  
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# Hobart Food Machines

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The World's Largest Manufacturer of Food and Kitchen Machines



See Hobart Food and Kitchen Machines  
at work in the IDEA CENTER  
National Restaurant Show • Chicago's Navy Pier

dances have become accepted forms of worth-while entertainment.

Records of attendance and charts of weight gains or losses have been kept for most of the Breakfast Club children. We found a noticeable gain in weight for most of the children. In some cases there was no gain, and sometimes a slight loss. When we investigated these cases, we found the home conditions were in a hopeless state of affairs. The problem of tardiness seemed to lessen among the Breakfast Club children. We checked the amount of conflict per child during

the day. There seemed to be some relation between a comfortable stomach and a lessening of hostility. Because this seemed to be so, we included some of our most hostile children in the feeding program. Here again there seemed to be a correlation between the extra food and improved behavior.

Good work habits and the growth of acceptable social behavior among these children during Breakfast Club activities have been gratifying to watch. Willingness to help and the spirit of sharing have grown in children who would formerly have

struggled for possession to the point of open conflict.

Many projects in the school have grown out of the financing of the Breakfast Club. Our punch and cookie sales, our movies and our dances have given wholesome entertainment to the children and adequate sums of money to the club fund. Some other projects have turned over their money to the fund. The money from the sales of crackers and candy has helped. There have been donations from clubs and individuals. Neighboring stores allow us discounts because of the project itself and because of the large quantities of foodstuffs we buy from them.

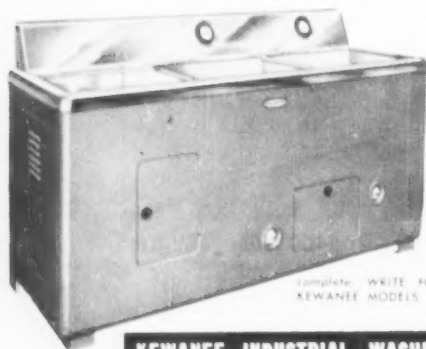
**"Just the washer we needed . . . to get the work we wanted done, done well . . ."**

Everette A. Jarvinen  
Program Supervisor



## KEWANEE Dishwasher Ideal for Alango School

A good comprehensive hot lunch program is a "must" in the rigorous winter climate of Minnesota. The Alango School at Angora, Minnesota, has such a program. Two years ago the school decided that a dishwasher was needed, though space and facilities were limited. The compact, large-capacity KEWANEE was selected and has given perfect service ever since. Running two hours a day, it paid for itself the first year. It saves an hour a day of the cooks' time, permits the serving of more meals than formerly with the same number of employees, dishes, silver and kitchen utensils. It has also reduced breakage from hand washing. Mr. Jarvinen adds, "It is ideal for our needs."



complete. WRITE FOR KEWANEE MODELS

• **LOW PRICE!** Only \$395. FOR Kewanee and subject to change without notice. buys a complete dishwashing operation. Washes, rinses, and sanitizes up to 3000 dishes per hour. handles glasses, silver, bowls, pots and pans. Heats its own water—requires no booster. Compact—takes only 11 sq. ft. floor space.

**KEWANEE PRE WASH** not illustrated, surpasses ordinary 2 sq. units because it pre-washes with a spray. Compact and FULL DETAILS ON ALL

**KEWANEE INDUSTRIAL WASHER CORP. KEWANEE, ILLINOIS**

### TYPICAL MENUS

#### WINTER SUMMER

##### MONDAY

Oranges	Milk
Milk and sugar	Crackers
Hot cereal	Apples
Raisin bread	
Apple butter	

##### TUESDAY

Tangerines	Oranges
Crackers	Milk
Cocoa	Cheese crackers
Oatmeal and sugar	
Milk	

##### WEDNESDAY

Apples	Plums
Toasted raisin bread	Raisin bread
Oatmeal and sugar	and butter
Jam or butter	Milk

##### THURSDAY

Tangerines	Oranges
Crackers	Milk
Cocoa	Cheese crackers
Oatmeal and sugar	

##### FRIDAY

Apples or plums	Grapes
Toasted raisin bread	Milk
Jam or butter	Raisin bread
Milk	Jam or butter

Over a period of two years our debits and credits have been as follows:

#### CREDIT

Sales to children	\$205.24
Dances	175.74
Movies	109.21
Donations	400.00

#### DEBIT

Milk	\$459.54
Bread	149.76
Fruit	160.00
Miscellaneous	25.00

## Breakage cut by 95% . . . labor costs reduced by 25%

The Director of Duke University's eight dining halls heartily endorses the remarkable break-resistance and light weight of

### DINNERWARE MOLDED OF MELMAC®



BOTH TRAYLOADS WEIGH THE SAME! Tray on left holds ordinary dishes; tray on right holds *Prolon Ware* molded of MELMAC—nearly three times as many dishes!

"Since we switched over to dinnerware made of MELMAC we have been able to cut breakage by about ninety-five per cent . . .


" . . . many of our customers compliment us on the quietness of our dining rooms since we installed plastic dinnerware . . .

"We lowered our labor costs about 25% in the bussing of dishes. We were able to switch from boys to girls, and each bus girl can carry nearly three times more plastic dishes than the ordinary variety. " . . . We have purchased several different shades which blend together harmoniously."

There you have it. On the basis of durability, reduction of clatter, tremendous savings and good looks, dinnerware molded of MELMAC is piling up a

remarkable record wherever it is installed.

*It will pay you to investigate! Switch to dinnerware molded of MELMAC—and don't accept inferior substitutes.*



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Ask your supplier for plastic dinnerware identified by this insignia. It complies with the high standards of quality established for heavy-duty melamine dinnerware by industry through the U. S. Department of Commerce.

A scientific method for

## EVALUATING FILMS

AS GENERALLY practiced, the process of evaluating and selecting sound films for classroom use is a somewhat unscientific and subjective one. To be sure, rating scales and evaluation forms have been devised to be used as guides in appraising films, but their effective application depends largely upon the experience and background of the evaluators. Unfortunately, these evaluators too often lack the necessary understanding of what makes a film a good teaching tool.

Because of the importance of wise film selection and the unsatisfactory nature of present evaluation procedures, there is a need for more objective ways of determining film usefulness. The ideal solution to this problem would be the development of a formula that predicted the suitability of the film in terms of certain standards of grade level, interest, subject matter, content, technical quality, length and so forth.

Such a formula is far from being realized; in fact, it may never be developed. There are too many variables to be considered. There may even be some question in the minds of certain educators about the desirability of such an all-inclusive formula. Nevertheless, there appears to be an undeniable advantage in having objective measures of instructional film, measures not subject to the inexperience or ignorance of individuals or groups.

### READABILITY FORMULAS

Several recent studies indicate that objective measures may soon be developed. These studies have been concerned with the "readability" of film and radio commentaries.

Heretofore, because they were derived from printed verbal material, the readability formulas—such as the Flesch, Dale-Chall, or Lorge formulas—have been applied only to the prediction of grade-level placement of *written* verbal material. The concept

### WILLIAM HOMER ALLEN

Assistant Professor of Education  
San Diego State College  
San Diego, Calif.

of readability evolved out of attempts to appraise textbooks and determine the grade placement of children's reading materials. Now the question is being asked, "Can readability formulas, designed to predict the readability of *written* material, be used to predict the "hearability" of spoken *oral* material, such as film or radio commentaries?"

The answer appears to be a definite "yes." Chall and Dial<sup>1</sup> found that readability formulas were good estimates of listening ability. Studies at the Yale University Institute of Human Relations<sup>2</sup> and an unpublished study made by me<sup>3</sup> demonstrate the possibility of using readability formulas to measure the difficulty of film commentaries.

These three studies found that the level of readability at which the oral commentary was written had a measurable effect upon the learning of the factual content of the film or radio program. In other words, commentary written on lower grade levels resulted in significantly greater learning of the material than that written on higher grade levels, even for individuals in those higher grade levels.

Now, what does all this have to do with the evaluation and selection of instructional films? How can the results of this research be used by audio-visual administrators?

In discussing these applications it should be kept in mind that the read-

ability formulas as now constructed can be used only as aids to evaluation. They do not give the final answers. It is still necessary to include the present evaluation practices, such as preview evaluations and other subjective but necessary procedures. The important point to note is that the use of readability formulas increases the precision of the film evaluations by furnishing the evaluator with an objective measure of the grade-level placement and human interest elements in the films.

### IMPORTANT STEP

If it is possible to determine, by objective measurement, the most suitable grade attainment necessary in order to understand the film commentary, one important step has been taken toward correct use of that film. It is well known to any user of instructional sound films that a great deal of the subject matter to be learned is included in the commentary. Sometimes this commentary merely explains or points out elements in the visual picture; at other times it adds more material. It is apparent that anything that can be more easily understood can be more easily learned. Learning builds upon understanding. The studies mentioned previously have shown that the "easier" the commentary by grade level standards the better it is learned. Therefore, the logical conclusion is that film commentary should have a readability score equal to or below the grade level of the children viewing the film. My study demonstrated that a difference of only two grade levels in the reading grade placement of two commentaries made a difference of more than 8 per cent in the learning.

Here is an example of application: Assume that you are appraising a film containing subject matter that would normally be taught in the sixth grade—say, on how a newspaper is printed. If the grade level of the commentary is measured by means of a readability formula and found to be on the eighth

<sup>1</sup>Chall, Jeanne S., and Dial, Harold E. Predicting Listener Understanding and Interest in Newscasts, Educational Research Bulletin, 27:141 (Sept. 15) 1948.

<sup>2</sup>May, Mark A.: Research in Audio-Visual Education Supported by Teaching Film Custodians and the Motion Picture Association, March 30, 1950 (mimeographed).

<sup>3</sup>Allen, William Homer: An Experimental Study of the Effectiveness of Commentary Variations in Educational Motion Pictures, University of California, 1950 (unpublished).

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The eight albums in this series will be available on the superior 45 rpm records as well as the conventional 78 rpm. Each album will contain five records.

Record albums to accompany the first two books of the series "OUR FIRST MUSIC"

and "our songs" can be obtained now through your local RCA Victor dealer. Albums for the remaining books in the series may be ordered now for delivery when the next school year starts in September.

These recordings should be exceptionally helpful in the classroom as examples of good tone quality, enunciation, accent and phrasing. Leading singers from the Robert Shaw Chorale were used in all records, assuring the best in musical performance. Plan now to include these specially recorded albums in your music program for the next school year.



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Merry Music  
We Sing  
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or ninth grade of difficulty, the evaluator might be justified in feeling that it is too difficult for the pupils. He could conclude that, although the subject matter was appropriate, the "understandability" of the material was not. As a parallel in this case, the classroom teacher does not expect pupils to read with understanding books that are two or three grade levels beyond their abilities. It seems illogical to expect, therefore, that pupils should be able to *hear with understanding* similarly graded material in film commentaries.

It is true that our ability to "hear with understanding" differs from our ability to "read with understanding." Our speaking or hearing vocabularies may be different in many ways from our reading vocabularies. There is some evidence to show, however, that material presented orally is more difficult to comprehend than written material is.<sup>4</sup> This finding emphasizes the fact that film commentary is even more difficult to understand than the readability score indicates. Therefore, weight is added to the argument that film commentaries should be carefully

measured in order to determine their levels of difficulty.

What readability formulas can be used with film commentaries? How are these formulas used? How should the results be interpreted?

The readability formulas in commonest use are the Flesch, the Dale-Chall, and the Lorge. Of these three, the Dale-Chall and Lorge formulas require the use of special vocabulary lists and a somewhat more difficult procedure than does the Flesch formula. Therefore, it is my opinion that the Flesch formula<sup>5</sup> is easier to apply.

Probably the simplest way to determine the grade level of the commentary is to obtain the film guides furnished by many film producers with each film. These film guides often contain the entire commentary, word for word. The number of words, syllables and sentences should be counted and then subjected to the appropriate arithmetical computations. This will result in an estimate of grade-level placement of the material.

#### ADDED ADVANTAGE

The Flesch formula has an added advantage in that it also provides a measurement of the "human interest" of the commentary. If an additional count of what Flesch calls "personal words" and "personal sentences" is made and if these figures are subjected to simple computation, a Human Interest Score is obtained. This score ranks the material on a five-point scale of interest—from Dramatic to Dull.

With the written commentary and with the directions for using the Flesch formula, readability and interest estimates can be obtained in from 30 to 45 minutes for a 10 minute film. Continued use of the formula will reduce this time to from 20 to 30 minutes.

By using these two measures, the audio-visual administrator has a scientific tool for determining the degree to which the sound track will be understood by children and how interesting it will be to them. Only a start has been made in the use of these kinds of evaluation techniques. It appears that they are worth further investigation and refinement.

<sup>4</sup>Latson, Robert P., and Feder, D. D., Common and Differential Factors in Reading and Hearing Comprehension, *Journal of Educational Psychology* 31:251 (April, 1940). Chall and Dial, *op cit*.

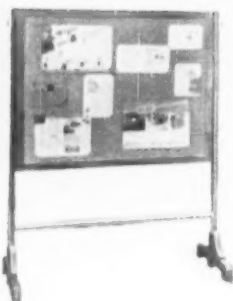
<sup>5</sup>Flesch, Rudolf, *The Art of Readable Writing*, New York City, Harper and Brothers, 1949.

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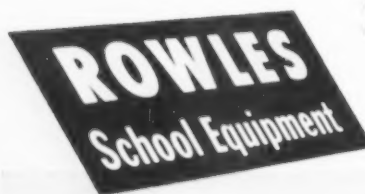
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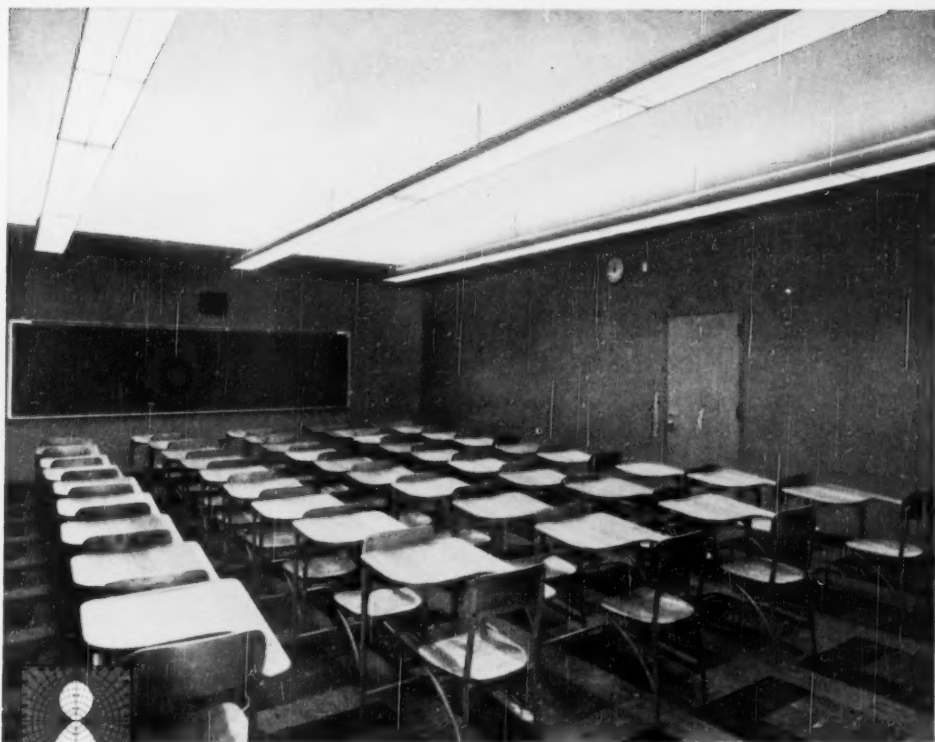
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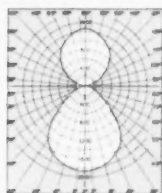
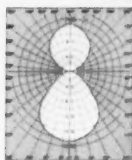
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## TAKING THE GARAGE TO THE SCHOOL BUS

**JOHN W. HEIM**

Supervisor of School Transportation  
Prince George's County, Maryland

PRINCE George's County, Maryland, with an area of 486 square miles, is adjacent to Washington, D.C., so that its school problems are both urban and rural in nature.

The county has experienced exceptional growth in the last decade with a population increase of 117 per cent. This growth has taxed present facilities because the school system has gained 9500 youngsters in the last three years, placing the present school population at approximately 52,000 children, of whom 42,582 are daily transported by public school bus.

The primary reason for transporting children to school has been to effect

consolidation and to overcome distance. However, the phenomenal growth in school population has created two other problems in Prince George's County that had not been experienced previously. They are:

1. The shifting of large numbers of pupils for housing within existing school facilities.

2. Pedestrian safety in congested areas.

It soon became necessary to shift children from one community to another in order to accommodate them in existing schools. This served only as a temporary expedient as many of the schools were eventually forced to

operate on shifts. The outgrowth of this has been the inauguration of "shift buses," which serve only those children attending a particular school on a half-day session. These buses are run morning, noon and evening and are so routed and planned that the children attending in the morning may be placed in the afternoon shift at the end of a half year. This problem will not exist when adequate housing is provided.

### PEDESTRIAN SAFETY

The other problem, that of pedestrian safety, has become accentuated by several factors. The federal government has enlarged existing agencies and opened up new ones in the county or located them in such surrounding areas that traffic must flow through the county to reach them; the influx of new residents and postwar construction work have brought in many more automobiles and trucks so that certain highways become bottlenecks during rush hours; new communities have sprung up without proper sidewalks, traffic regulation, or police protection. It would be inadvisable to have small children walk any distance along such highways, so the school board has arranged to transport them but only



A mechanic tunes up the motor on a school bus. He has a list of items to be checked before he goes on to another bus. The mobile unit containing the equipment is seen at the left.



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**Save work...No scrubbing...Easily kept spick-and-span!**

**Johns-Manville Terraflex** is an entirely new and different luxury floor tile. Made of vinyl plastic and asbestos and completely proof against greases, oils, and alkalies, it is practically *indestructible*. Possesses a clarity and warmth of color hitherto obtainable only in rich carpetings. Unharmed by commonly used cleaning solutions, Terraflex cannot be "washed out" and will last a lifetime. *Ideal for kitchens and cafeterias.*

**J-M Asphalt Tile** is of course the modestly priced flooring that has been a standard of quality for decades. Comes in a wide range of marbleized colors.

See the J-M Approved Flooring Contractor in your area. He is listed in the classified phone book. Or write Johns-Manville, Box 158, New York 16, N. Y.



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*What did you say? I can't hear with all this noise!*

*I said it will be a lot quieter when we have **FIBRETONE** ceilings!*



**IMPORTANT!** You can now get Fibretone Panels with flame-resistant finish. They meet requirements for slow-burning tests as per Federal Specification SSA-II8a . . .



Fibretone Acoustical Panels are easily, quickly installed over new or existing construction.

THOUSANDS AND THOUSANDS of "noise traps" to help end harmful noise—that's the secret of Johns-Manville Fibretone Ceilings for classrooms, corridors, and all noise centers.

Each 12"-square unit of Fibretone contains hundreds of small cylindrical holes drilled in the sound-absorbing material. As sound waves strike the ceiling, they enter the holes where the sound energy is dissipated.

In a classroom 25' x 35', for instance, you'd have 389,620 of these ingenious *noise traps*, constantly functioning to trap and dissipate irritating, unnecessary noise.

Fibretone is attractively *pre-decorated*, can be painted and repainted, and is designed to meet the most modest budget. Available with flame-resistant finish if desired.

Other J-M Acoustical Ceilings include Transite<sup>®</sup>, made of asbestos; and Sanacoustic<sup>®</sup>, perforated metal panels backed up with a fireproof sound-absorbing material. For a prompt estimate, or free book on "Sound Control," write Johns-Manville, Box 158, Dept. SI, New York 16, N. Y.

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The Adlake Aluminum Windows in the new Indian Landing School at Brighton, N.Y., will ultimately *pay for themselves* by eliminating maintenance costs! They require no painting, no maintenance but routine washing! And their smart, modern good looks and smooth operation will last as long as the building itself!

Only Adlake Windows have the combination of woven-pile weather stripping and patented serrated guides that assures minimum air infiltration and absolute finger-tip control. And Adlake Windows never warp, rot, rattle, stick or swell!



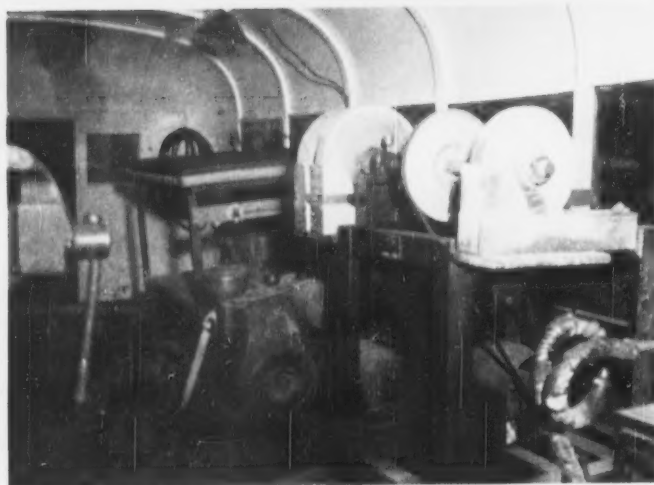
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Top: Mechanic Griffin bevels glass in the mobile "garage."  
Middle: Interior view of the mobile unit. Bottom: Mr. Heim looks at a spot map on which all the children are represented by pins. He uses this information when he lays out bus routes in the county.



until such time as other facilities become adequate.

Many problems arising in these congested areas have created concern, but most of them have been solved by rerouting, by the purchase of additional equipment, or through some new administrative device. However, one problem that has constantly become more acute is that of maintenance—in other words, the problem of how to service the large fleet of buses during the school year.

During the summer all buses are brought to the school board garage and serviced for the next school year. The following is a list of what is attempted:

1. Tires inspected (recapped, replaced or rotated as necessary).
2. Wheels pulled (brake linings, king pins, wheel bearings, spindles).
3. Steering (steering box, drag links, tie rod ends).
4. Complete lubrication, oil change, and new oil filter.
5. Body (window glass, upholstery, paint, general tightening).
6. Radiators.
7. Engine tune-up (points, plugs, carburetor, valves). The past operating records are used as a basis for any major work, such as resleeving, reboring, valve grinding, and rings.
8. General inspection of bus and correction of any items not caught previously.

The foregoing list of operations is not detailed, nor is it complete, but it is given as an indication of what is attempted.

Unfortunately this garage is not centrally located for our operation. During the school year each driver keeps his bus at home so that only a few can operate out of the county garage. Since a system of preventive maintenance must be carried on, and since some drivers are 35 miles from our garage, it was decided that garage facilities must be sent to the driver.

# WHY GIVE STUDENTS THE "COLD SHOULDER"



when

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gives friendly comfort



USED TO BE drafts and chill air were part of ventilation. Above you see the usual air flow as it sweeps dangerously over pupils.



NOW YOU SEE how DRAFT STOP prevents drafts and cold rushes of air before they start. No school can be called "modern" unless the DRAFT STOP System is in service.

WHEN the chill and cold of drafts from large window areas sweep into a classroom, children are given an unhealthful, discomforting cold shoulder. Don't continue to ignore impaired study habits and health hazards. The new DRAFT STOP System, engineered by Herman Nelson, puts a stop to drafts before they start.

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**AAC**



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Division of **AMERICAN AIR FILTER COMPANY, INC.**  
PLANTS IN MOLINE, ILLINOIS AND LOUISVILLE, KENTUCKY

The matter was discussed with our county superintendent, G. Gardner Shugart, and our supervisor of maintenance, Arthur E. Robinson, and we decided that a mobile unit might be the answer. Subsequently a bus, no longer in use, was overhauled and made roadworthy.

This bus was equipped with a gasoline driven air compressor, gasoline driven 110 volt generator, equipment for cutting and beveling safety glass, spark plug sand blaster, jacks, hand tools, work bench, storage cabinets, and minor parts.

Two mechanics from the shop were assigned to this unit with a schedule of 15 buses per week. The schedule of five buses per day with an off day every other day was set up to allow for inclement weather and to give the men a chance for follow-up work or to allow for inability to meet the schedule. All buses scheduled for this service on any one day are located in relatively close geographical areas so that the unit need not lose time on the road in driving from one bus to another.

The mechanics with the mobile unit have a list of items to be checked. This

service involves not only checking but any necessary fixing, as it is our intent to correct things before trouble is encountered. Sometimes items are carried over from one service to the next depending on the seriousness of the defect as judged by the mechanic. If anything is noted that cannot be corrected on the spot because of the lack of parts, equipment or time, a work order describing the necessary repairs is written and turned in to the head mechanic that evening. He then arranges to have the bus brought to the shop for repairs, or, if possible, a mechanic is sent to the bus with the necessary equipment to do the job.

#### EMERGENCY SERVICE

Repairs noted on work orders usually are of the type that requires the bus to be brought to the shop, such as pulling radiators, relining brakes, and recapping tires. Three spare buses are maintained for the use of drivers whose vehicles must be brought in for emergency service during the regular school term.

This plan takes care of buses that operate at some distance from the garage and is geared to take care of 60 per month. As our fleet is increased either another garage in a different location or an additional mobile repair unit will have to be added. If the schedule of buses to be checked per week is stepped up, it is our opinion that the efficiency of this operation will decrease.

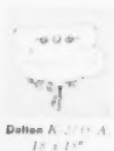
All expenditures for the operation of buses are recorded by a mechanical bookkeeping system. Categories are set up, such as salaries, gas, oil, chassis repair (labor), chassis repair (parts), and bus inspection. Each month a bus report indicates the amount spent for each bus under any category plus the total amount spent per year to date for that category. Parts are carried on an inventory account and charged off to the bus only as used.

At the present time there are 107 buses in the county traveling over 244 routes. Of the buses in operation 55 are owned and operated by contractors, and 74 are county owned.

Here comes the school bus' is a familiar call that is heard each school day throughout the widely scattered areas of Prince George's County. This summons heralds an efficient public service which has become a reality because of safe, dependable drivers, competent mechanics, continuous planning, and constant supervision.



Hampton K-200-A 22 x 16", 16 x 16"



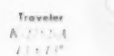
Delton K-200-A 18 x 16"



Taunton K-200-A 24 x 14", 20 x 14", 16 x 14"



Marston K-200-A 16 x 16" (slides)



Traveler K-200-A 14 x 16"

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use in schools, homes, apartments. The Marston permits effective use of corners. The Traveler is suitable for compact washrooms.

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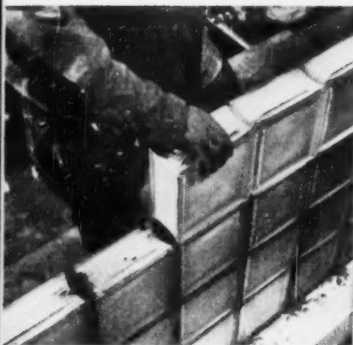
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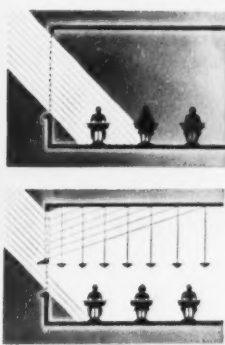


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# INSULUX FENESTRATION SYSTEMS

—by the pioneers of Daylight Engineering





## wire from Washington

### U.M.T. is no cinch

► The Pentagon has given up pressing and started pleading for its plan to draft 18 year olds—quite a change for the big brass. Two months ago the generals were certain Congress would rubber-stamp their plans for universal military service training. Today, they are not sure what will happen.

Letters to Congress from home, heavily against universal military service, are the reason. They also are the reason the Pentagon bill had a tough time slugging its way through the Senate, where smooth sailing had been expected. The Senate armed services committee approved the bill late in February and expected quick passage in the full Senate. Instead, the debate almost turned into a filibuster.

For days, Senator Morse of Oregon attacked the Defense Department because of its manpower waste, its insistence on conscripting 18 year olds for 27 months, when, he said, 21 months service beginning at 18½ would satisfy security needs. Further, Senator Morse wanted to write into the bill that at least 150,000 college students will be deferred each year for study and research. The bill as approved by the Senate committee was to defer only 75,000 students a year.

As this issue goes to press, the bill is through the Senate and now in the armed services committee of the House. What happened in the Senate is a tip-off that the House will be even more critical of the Pentagon U.M.T. bill. It will take longer to make up its mind, and will write in many restrictions to prevent the Defense Department from launching a full-scale permanent universal military service training program.

### Tangled Office of Education

► Nobody, but nobody, in Washington was happy about the reorganization of the U.S. Office of Education. Tempers were hot. Feelings were ruffled.

Deeper issues—whether the Office should be under the Federal Security Agency or under an independent board—got tangled up with the more immediate question—how to improve the federal service to education.

Let's untangle the story.

When U.S. Commissioner of Education McGrath took over two years ago he did not find the setup of the Office to his liking. He talked then of re-vamping it to give generalists a larger role and to create more interdivisional task forces to study larger issues in education.

Nothing happened until Dr. McGrath learned that the President had a special nest egg to help federal bureaus improve their management. He applied for a grant, got it, hired the Public Administration Service of Chicago to make a management survey. The management experts went to work July 1950, finished their job in October. They laid before McGrath a new organization chart and the advice that the Office spend its time on big issues in education rather than on the piecemeal business at which specialists were pecking away in their separate cubbyholes.

McGrath liked the proposals, discussed them with his council of advisers (24 educators not connected with the Office of Education) and with his associates.

Some of his coworkers liked the plan, some did not. But by January of this year McGrath's mind was made up. He decided to accept the reorganization as proposed by the Public Administration Service. One other step had to be taken. He took the new plan to his boss, Federal Security Administrator Oscar Ewing, for clearance. Mr. Ewing reacted in one sentence: "This is your plan, and it's what you want, it's all right with me."

What has been wrong with the Office to require the drastic operation? The management experts declared the patient was suffering from dispersion of

activities and fragmentation of program. They added: "The Office suffers from a heavy sense of destiny unrealized. In its 85 years it has seldom found the resources at its command equal to its mission. It has been torn at times by doubts as to its major purposes and functions. In short the Office has not yet found itself."

The management experts recommended that the Office stop scattering its energies on minor and unrelated projects, that, instead, it should become a center of information to help the nation's educators make sound policy, that it should give first attention to state departments of education and universities so that they, in turn, could serve local school systems, that it should direct its major energies at any one time toward a few basic issues.

To do this, the management experts thought the Office should set up a central planning service to tie together its hitherto scattered efforts and, above all, to identify the real big problems in education. And to be able to move swiftly to the attack on these problems, the management experts stated, the Office should simplify its organization, cutting its divisions from eight to three.

The divisions of vocational education and higher education were left pretty much as before. But a sharp shake-up was prescribed for all other units in the Office, and most of them were to be compressed into a new division of state and local school systems.

New boss of this new division is Wayne O. Reed, an able administrator with experience as head of the Nebraska State Department of Education, and more



W. O. Reed

recently as president of Nebraska State Teachers College at Peru. At this moment he is doing a lot of listening.

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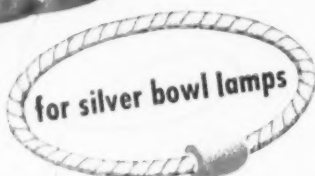
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And asking questions. He is still juggling units. After the shakedown routine, Reed's division will probably be made up of two major branches. The first will concern itself with administration (including finance, school housing, aid to war-impacted districts); the second with instruction and curriculum in elementary and secondary schools (including services to exceptional children and audio-visual aids to schools).

Whether Reed will also be responsible for still another branch, one concerned with international education, is still undecided. Mr. Reed is not pushing for an answer. He is building slowly so that he can build well.

\* \* \*

Grumbling within the Office of Education is dying down, but criticism outside is still strong.

Some schoolmen in Washington object to the "sudden and high-handed" way McGrath put his plan into effect. They are unhappy that their advice either wasn't asked before reorganization or wasn't followed when given. They complain that the move to set up a central planning service in the Office is fraught with danger because it would give the F.S.A. administrator or other bureaucrat a ready lever by which to manipulate the entire Office and because it might place the individual specialist under the thumb of "central planners."

A committee of nine—from the N.E.A., the A.A.S.A., and the National Council of Chief State School Officers—is taking the lead to see that the reorganization does not go haywire and that the best possible federal education service evolves "under the circumstances." But it's "the circumstances" that the group of nine doesn't like. Not much good can come from an Office that is under the "political rule" of the F.S.A., the men believe.

"The muddle created by the attempted reorganization is reason to renew the efforts to pry loose the Office from the F.S.A. and place it under a National Board of Education. Another chance like this may not come for a long time," said one of the nine.

#### Rejects Freedoms Foundation

► Organized labor wants none of the awards for Americanism offered by the Freedoms Foundation of Valley Forge, Pa. (The foundation has been active also among school systems.) On March 1 the American Federation of Labor returned \$1500 given its magazine for "promoting Americanism." The A.F.L.

(Continued on Page 120)

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## NEWS IN REVIEW

### A.A.S.A. Plans Regional Meetings in St. Louis, Los Angeles, Boston

WASHINGTON, D.C.—The American Association of School Administrators will hold three regional meetings in 1952, instead of one national convention. The meetings will be held in St. Louis, February 25 to 27, Los Angeles, March 8 to 12, and Boston, April 5 to 9.

The three meetings are expected to attract a total of 17,000 members as against the 14,000 who usually attend a single national meeting.

The three 1952 regional conventions will coincide with a "first" in A.A.S.A. history. A president-elect will be on hand at each of the meetings to become acquainted with the membership at first-hand. Provision for the president-elect was made by a change in the by-laws of the A.A.S.A., approved at the 1951 meeting in Atlantic City. He will be elected by mail at the time of the balloting for the other A.A.S.A. officers.

The 1952 yearbook, to be presented at each of the three regional meetings, will deal with the superintendency as a profession.

### Chief State School Officers Oppose Draft of 18 Year Olds

WASHINGTON, D.C.—"We believe neither the drafting of 18 year old boys nor a stand-by plan of universal training for them is necessary or desirable at the present time to develop the armed forces set as necessary for our national security. The military needs of the country can apparently be met for the foreseeable future by extending the Selective Service Act, with slight changes in eligibility rules for induction," said Edgar Fuller.

Testifying before the Senate armed services subcommittee, the executive secretary of the Council of Chief State School Officers outlined his plan.

It would raise a force of 4,417,000 men and women over 18 years of age by July 1951, which exceeds the military goal of only 3,462,500.

The military's plan overlooks some neglected sources, he argued. He said: (1) It disqualifies from two to three times as many military-age men for physical and mental disabilities as any other nation. (2) No country except Communist China drafts boys as young as 18. (3) Resistance to the 18 year

old draft is based on solid facts and knowledge of the development of boys, not on sentimentality.

### \$50,000,000 Building Program Approved for Chicago Schools

CHICAGO—A \$50,000,000 building program has been approved by the board of education here. Bills have been introduced in the state legislature seeking permission for a bond issue to finance the project. The bonds would be paid off in 10 to 20 years from current building funds.

The program is scheduled for completion by 1957 and is designed to give Chicago 28 new school buildings. Other buildings will be repaired and enlarged.

The project would require about two and a half years for completion. The first phase includes erecting a new high school and nine elementary schools, which would cost \$11,805,000, and the second phase calls for 18 new buildings costing \$14,450,000.

### A.S.B.O. Appoints Full-Time Secretary-Treasurer

KALAMAZOO, MICH.—The Association of School Business Officials will have a full-time secretary-treasurer, beginning July 1. Appointed is Harley W. Anderson, who had held that position part time since his election in 1946. He will open his office in this city.

Mr. Anderson has been secretary and business manager for the Kalamazoo Board of Education for the last 37 years. He is resigning at the end of this school year.

The next annual meeting of ASBO will be held in Toronto, Canada, October 15 to 18. Thomas W. Clift, assistant superintendent of schools, Atlanta, Ga., is president.

### Segregation Enforced in Georgia School Aid Bill

ATLANTA, GA.—The Georgia assembly recently endorsed legislation designed to retain racial segregation in the schools.

The legislature voted to withhold all state financial aid from public schools



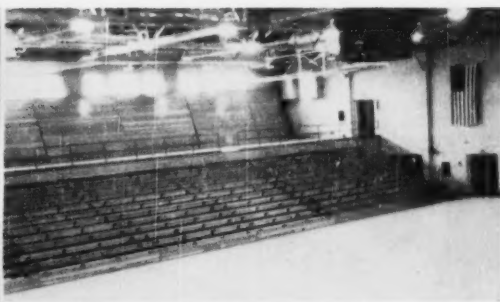
H. W. Anderson



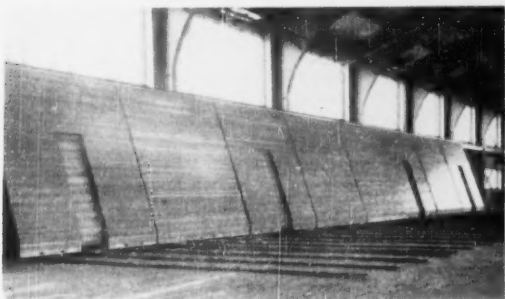
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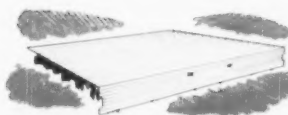


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## NEWS...

and units of the university system in the event a Negro is admitted to any one or more schools and that all college and university funds will be stopped if any unit within the university system admits a Negro.

If a court required the admission of a Negro student to a university unit, the withholding of funds would not apply to the public schools, and if a court ruling applied to the public schools, the university system funds would not be affected.

The provisions were contained in the appropriations bill, totaling \$207,505,708, the largest in the history of Georgia.

The house had previously approved a version providing that if one unit of the system was forced to accept Negroes only that unit would lose its funds, but the senate amended the clause at the insistence of supporters of Gov. Herman Talmadge, who was reported to have requested the measures.

Georgia is concerned about the U.S.

Supreme Court doctrine. Where Negro education is "separate," it must be "equal" to that offered whites. Roy V. Harris, Augusta political leader, conceded this point, but said "You can't give them equal facilities in one year, or even five or 10. With some counties having 70 per cent Negro population, to build enough schoolhouses would 'bust' the county and the state, too."

### Citizens Commission to Study Teachers' Place in Community

NEW YORK.—An extensive long-range study of public schoolteachers and their place in American society will be conducted by Harold W. Stoke with the National Citizens Commission for the Public Schools.

Dr. Stoke will serve as director of a committee which is headed by Mrs. Barry Bingham, a newspaperwoman and a trustee of Radcliffe College. The committee's work will be to determine what the commission could do to help solve the problem of the tremendous shortage of qualified teachers in the U.S. public schools.

Before his resignation last December, Dr. Stoke was president of Louisiana State University and, previously, was president of the University of New Hampshire.

### New York Outlines Plan to Overcome Teacher Shortage

ALBANY, N.Y.—Because an estimated 15,000 additional elementary schoolteachers will be needed in New York State within the next five years, five measures to meet this demand have been outlined by Alvin C. Eurich, president of the university.

These measures, which the university hopes will overcome the teacher shortage, include: (1) admission of high school graduates in July rather than in September so that they can qualify for teaching licenses by attending school continuously for three calendar years; (2) cooperation with the state department of education to enable those who already hold bachelor's degrees to qualify for teaching appointments by going to summer school; (3) the development of new recruitment materials for use; (4) enlargement of the summer programs given by the State University Teachers College of New Paltz at Farmingdale, L.I., for the rapid training of college graduates primarily from the Queens-Nassau-Suffolk area of the state.



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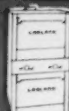
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## NEWS...

and (5) amplification of the programs designed to equip liberal arts graduates for teaching.

### University of Maryland Admits First Negro Undergraduate

BALTIMORE—The University of Maryland's board of regents recently admitted the first Negro to its undergraduate school.

The student, 20-year-old Hiram T. Whittle of Baltimore, obtained a court writ of mandamus for admission "im-

mediately" on the basis that facilities for Negroes and whites were not equal in the state schools. At the state Negro college at Princess Anne there is no engineering school.

The state university's board of regents made this statement:

"If the state did not wish to equalize them [educational facilities] then the board regards it as impossible to continue the bi-racial system now presumably in effect. The facts show that the board has made repeated requests over

many years to state authorities for adequate funds to meet this need. If these funds had been granted, this action would not have been necessary."

### N.E.A. Program to Offer Schools Help on Civil Defense Problems

WASHINGTON, D.C. — Because of a lack of specific material dealing with civil defense problems for schools, and to help clarify some of the confusion surrounding civil defense matters, a program of help on civil defense problems is now being offered to schools.

Inaugurated by the N.E.A. National Commission on Safety Education in cooperation with several N.E.A. departments, the first part of the program is now available.

A description of the civil defense measures already undertaken by 16 school systems throughout the country has been prepared for distribution.

The second section, to be completed in May, will outline good civil defense measures for schools after an evaluation has been made of existing programs and recommendations.

## Educators are urged to teach future citizens to be not merely against Communism but **for Democracy**

From all sides, educators are endlessly being advised to teach *how our freedoms developed*—to give young people a basic appreciation of our way of life.

Now educators can teach

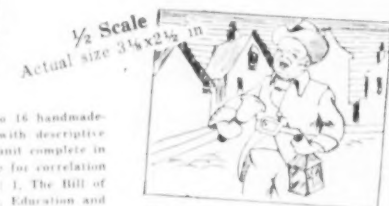
## "The American Way"



"An Officer Breaking Up a Gathering"—No. 4 from "The Bill of Rights"

15 units, each consisting of 8 to 16 handmade lantern-slide designs (total 145) with descriptive text, and color suggestions. Each unit complete in itself, usable in any order, suitable for correlation with appropriate lessons. Subjects: 1, The Bill of Rights; 2, Elections; 3, Religion; 4, Education and Its Development; 5, How Americans Get Their News; 6, Travel; 7, The People and How They Live; 8, Labor; 9, Farming; 10, National Defense: The Army; 11, National Defense: The Navy; 12, How America Handles Lawbreakers; 13, Health in America; 14, The Constitution; 15, Safeguarding the American Way.

Author and artist worked on the series more than two years. Cost of preparation will never be repaid by sale of the material, but we are hopeful that the satisfaction of educators with this series will win Keystone View Company new friends. You may use the coupon either to order the series, or to obtain further information.



"The Town Crier"—No. 31 from "How Americans Get Their News"

### Three New York Teachers Resign to Avoid Communism Queries

NEW YORK—Three New York City schoolteachers chose to resign recently rather than say whether they are or had been members of the Communist party.

Eight other teachers, who were previously given departmental trials on charges of insubordination and conduct unbecoming a teacher, were dismissed by the board of education for refusing to answer similar political questions. The dismissals were believed to be the first on such grounds by a municipal board of education in this country.

Supt. William Jansen said, "I shall not question any teacher unless I have strong evidence of his or her membership in the Communist party."

The senior member and former president of the board, James Marshall of Manhattan, was the only member to make a statement before the vote was taken at the hearing.

To place restraint on freedom of thought or discussion in classrooms or lecture halls endangers all other freedoms, Mr. Marshall asserted, "and imperils our basic American civil rights."

There cannot be academic freedom where a teacher himself is not free, where he himself is for some reason unable to be honest, where he is under pressure to say something or to not say

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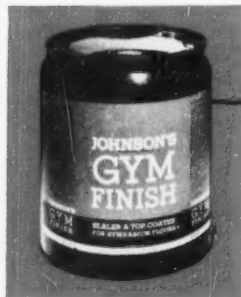


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## NEWS...

something irrespective of objective truth.

"Where students are young and immature, where they cannot fairly be expected to form judgments even where all the facts are available, where they are not free to choose their teachers or hear a contrary doctrine and weigh the two, where they are subject to compulsory education law, as are the children in our schools, then it is the duty of the board of education to protect them."

All of the eight teachers were mem-

bers of the Teachers Union, Local 555, United Public Workers, independent, and the union will request the American Civil Liberties Union to take part in the appeal of the eight dismissals.

The case of David L. Friedman, a teacher at Public School 64, Manhattan, will be appealed to the state supreme court, said Mrs. Rose Russell, legislative representative of the teachers' union. He is the only one of the eight dismissed for active membership in the Communist party. Mrs. Russell said

that the union is considering taking its appeal for the other seven to the state commissioner of education.

The eight teachers have been granted a hearing by the state commissioner of education on their request for a prorated share of their 1950 summer pay because the board rejected their request. The teachers claim they were employed on an annual basis and had worked from September 1949 until May 5, 1950, when they were suspended without pay.

### Schools Reopen after Strike Ends in Minneapolis

MINNEAPOLIS. — The 94 public schools here which have been closed since January 23 by a strike were reopened February 12, readmitting 65,000 pupils to classes.

Janitors and clerks accepted offers of \$15.50 to \$22.50 monthly pay boosts and teachers compromised with increases of \$200 to \$400 annually on their \$2500 to \$4800 wages. They had previously been granted a \$100 annual increase which they refused.

About half the 450 janitors draw \$5210 a year, and the others from \$2570 to \$4140. The janitors had wanted increases of from \$30 to \$50 a month, and the teachers were asking \$400 for the rest of the current term and \$800 for the 1951-52 term.

Gov. Luther W. Youngdahl assured the school board that the legislature would increase the amount of basic state aid per pupil for the current fiscal year. The board had been pledged not to undertake deficit financing. The governor has planned to name a commission to survey the entire Minneapolis school situation. This is the second teacher strike in three years.

The Minnesota legislature has considered adopting a state anti-strike law. The most drastic control measure in one bill which is now under discussion would forbid strikes by any public employee, including persons employed by the state, any subdivision of it, the public schools, or the state university. One proposal stated that any striker would immediately lose his job and would lose seniority, pension and retirement rights. He could not be rehired at any higher pay than before the strike and would be on probation for two years, during which time he could be fired "at the pleasure" of the government unit that hired him.

The Feidt and Duemke bill does not say whether public employes can strike



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610  
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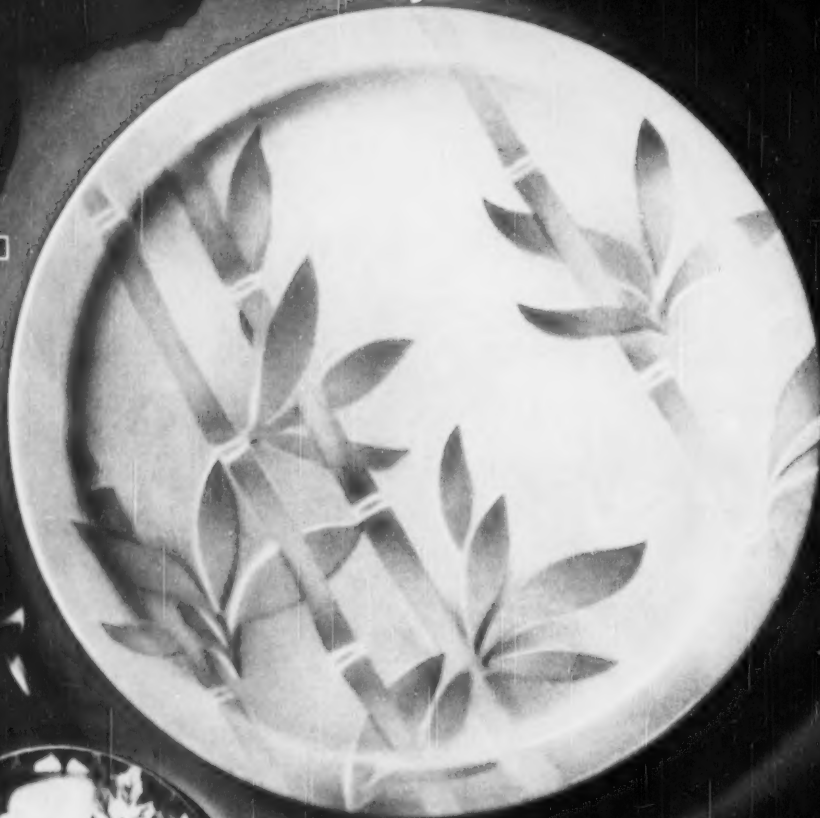
ESTABLISHED 1818



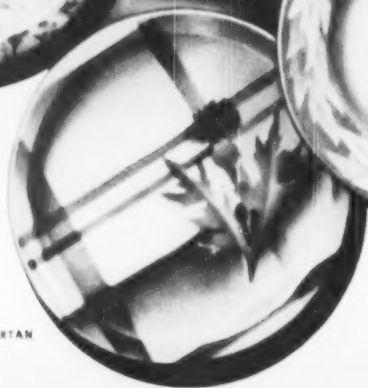
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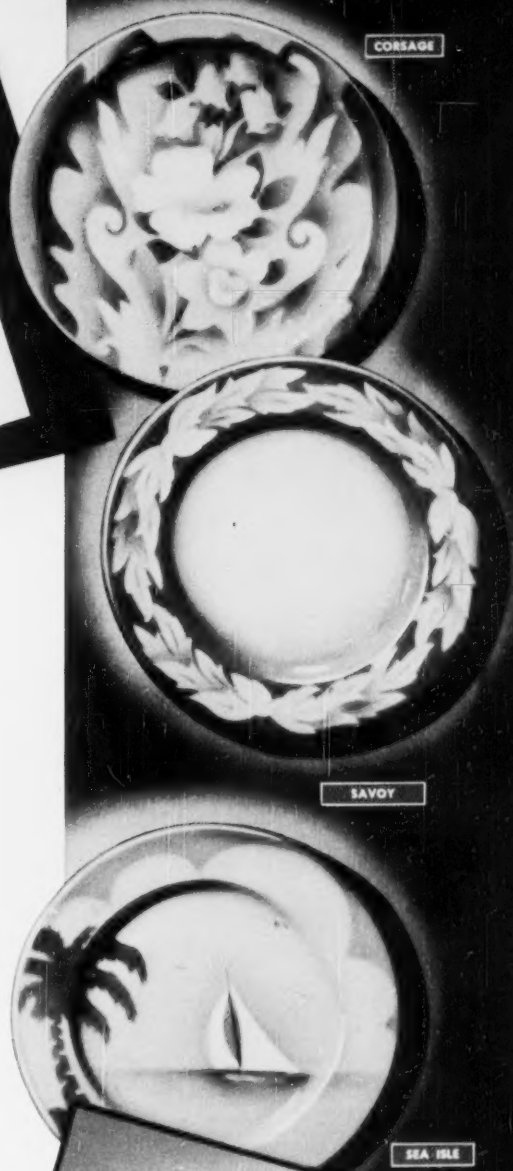
*Syracuse China does it again!* Presents the third in a series of new style groups. Each offering wide choice in color, decor and subject matter. Each providing the dramatic interest and individual atmosphere so eagerly sought by today's smartest dining rooms.

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**NEWS...**

or not, it seeks peaceful settlement of  
labor disputes. Three steps are pre-  
scribed: direct bargaining, conciliation  
by the state, and fact-finding by a three-  
member commission if the governor  
decided that would help.

**Educational Press Elects  
C. O. Wright President**

ATLANTIC CITY, N.J.—The Educa-  
tional Press Association of America,  
starting its 57th year, elected C. O.  
Wright president for a two-year term,  
succeeding Rolfe Lanier Hunt. Mr.  
Wright is executive secretary of the  
Kansas State Teachers Association and  
editor of the *Kansas Teacher*. Dr. Hunt,  
who is editor of *Phi Delta Kappan*, be-  
comes a member of the executive com-  
mittee for a two-year term.

Other officers elected, for two-year  
terms, are: vice president, G. Kerry  
Smith, chief, Information and Publica-  
tions Service, U.S. Office of Education;  
secretary-treasurer, Mrs. Mildred Sand-  
erson Fenner, managing editor, *N.E.A.  
Journal*; member of executive commit-  
tee, W. Henry Galbreth, editor, *Midland  
Schools*, Iowa State Education Associa-  
tion.

The new president has been execu-  
tive secretary of the K.S.T.A. since 1941  
and was assistant secretary the six pre-  
vious years. Formerly he was a teacher  
and then principal for 14 years at  
Atchison, Kan. He is chairman of the  
Rural Editorial Service of the University  
of Chicago and vice president of the  
Blue Cross in Kansas. During 1948 and  
1949 he was president of the National  
Academy of Model Aeronautics.

Effective next year, the E.P.A. will  
set up program areas in four sections of  
the country and will elect a vice presi-  
dent for each one of these four regions.  
This change in organization is designed  
primarily to coincide with the regional  
meetings of the A.A.S.A.

Election of officers hereafter will be  
conducted by mail ballot.

**N.S.S.I. Offers Practical Helps  
for School Campaigns**

CHICAGO—Campaigns Triumphant  
—Some Practical Suggestions for  
Schools is the latest public relations  
help provided by the National School  
Service Institute of Chicago. It is writ-  
ten by Otis A. Crosby, senior admin-  
istrative assistant for Detroit public  
schools and a former president of the  
School Public Relations Association.  
Mr. Crosby, who serves as public rela-

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## HERE'S HOW TO MASTER SCHOOL LIGHTING PROBLEMS



### ...insist on attractive, economical, glare-free Sylvania Fluorescent Fixtures

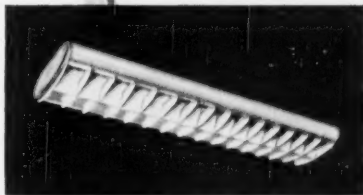
Anyway you look at it, Sylvania Fluorescent fixtures are ideal for school lighting.

Their soft, clear light provides a low surface brightness that protects children's eyes. The fixtures themselves are attractively designed to harmonize with modern school architecture.

From an economy standpoint, Sylvania fixtures are easy to install, and require a minimum amount of maintenance. Moreover, Sylvania fluorescent tubes are famous for their long life... the standard start types last 6 years or more in schools operating normal school schedules.

Available in many types and styles. Ask about Sylvania Fixtures for classrooms, school offices, corridors, and recreation rooms. Equipped with 2 or 4 tubes... standard or instant-start... louvered or full plastic shielded. The coupon brings you full particulars. Mail it NOW!

Note the clear, all-over lighting and the absence of shadows in this Atlanta, Georgia, schoolroom lighted with Sylvania Fluorescent Fixtures.



**CL-242.** This popular 4-foot Sylvania Fluorescent Fixture may be surface or pendant mounted... singly or in continuous rows. Chassis, reflectors and louvers finished in dust-resistant Miracoat white.



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With a Fuller Floor Brush you get *all* the refuse with one stroke. The stiff inner fibers give body to the brush for moving heavy refuse. The outer casing of horsehair simultaneously brushes fine dust. This special blending of materials gives you thorough sweeping with fewer strokes. Cuts floor sweeping time . . . cuts maintenance costs. For complete specifications, write to . . .



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## NEWS...

tions council for the N.S.S.I., is also the author of other aids offered by the institute, including a public relations primer and a 12 page questionnaire available to schools for evaluating attitudes toward education.

"Campaigns Triumphant" definitely accents the practical, getting down to case studies and reproducing many excellent examples of effective literature and other campaign materials and techniques. It gives how-to-do instructions for planning the strategy and for opinion sampling, use of movies, newspaper contacts, preparation of printed materials, and writing of jingles, slogans, and other advertising copy. The 40 page book is animated with illustrations by the author.

### Dr. Russell Urges Nation Not to Neglect Schools

NEW YORK.—Addressing 300 educators attending the 11th annual Tuition Plan forum William F. Russell declared that while we are preparing for total war it would be criminal for this nation to neglect its schools.

Dr. Russell, president of Teachers College, Columbia University, was a speaker at the meeting held February 8.

Calling for greater support of the country's schools, he said it would be dangerous at this time to cut down on the schools, to fail to construct new buildings, or to permit teachers to leave their jobs.

"We must make the best of our total stock of raw materials, of our machines and factories, and equally we must make the best use of our human resources," he said. "That means that every item of ability, energy and zeal in our population must be used to its maximum."

Roy E. Larsen, president of *Time* and chairman of the National Citizens Commission for the Public Schools, was another speaker on the program.

He said that one of the most heartening developments in recent school history is the 5000 citizens groups, representing 500,000 individuals, actively engaged throughout the country in working for better schools. The basic purpose of his commission, he said, is to encourage the formation of more independent local groups and to help those now working in every way possible.

Norman Cousins, editor of the *Saturday Review of Literature*, received the Tuition Plan's second annual award for outstanding service to education through his work as chairman of Connecticut's



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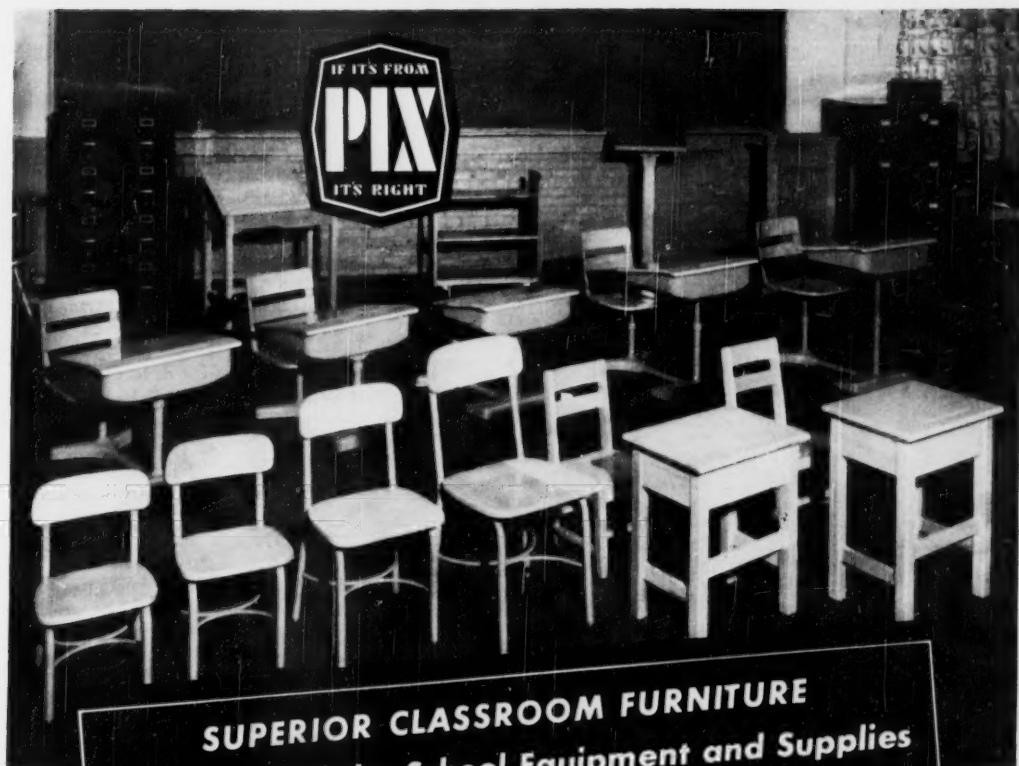
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## NEWS...

fact finding commission on education. Chester Bowles, who, while governor of Connecticut, appointed the school commission, accepted the award in Mr Cousins' name. Mr Cousins is in India on a State Department assignment.

### Community Institute Obtains Funds for Public Schools

PLEASANTVILLE, N.Y. — A successful procedure for obtaining adequate funds from taxpayers for improvement of the three public schools here was

demonstrated by school and village leaders at the city's third annual community institute here March 1 and 2.

Participating in the institute were 80 parents, 65 teachers, and 20 students.

The schools are closed for two days a year so that taxpayers and teachers may conduct the institute, whose aim is a better understanding between taxpayers and teachers and a chance to solve mutual problems.

Harold Davey, superintendent of schools, reported that he had asked for

\$6000 for a paint job at a budget hearing and anticipated the customary demands for rigid economy. He was surprised when the taxpayers multiplied the figure by five.

"Nothing like that ever happened here before," he said, "and there has been no complaint since, even though the higher figure meant a tax rate increase of \$1.57 for each \$1000 of assessed valuation. It just goes to show what can be done when community-wide understanding is achieved."

### Class Opened for Retarded Pupils With Glandular Deficiencies

JERSEY CITY, N.J.—A class for 10 children suffering from a glandular deficiency that causes mental deficiency retardation has been inaugurated in the public schools here. This unusual project is believed to be the first ever attempted in any public school.

Open to all such handicapped children in Hudson County, the program is under the direct supervision of Vincent J. O'Shea, assistant superintendent of schools and head of the bureau of special service.

The experiment was proposed by the Hudson County Parents Group for Retarded Children, Inc., a cooperative group of 250 families, and encouraged by Dr. Clemens E. Benda of Boston, an international authority on "Mongolism."

If a class was formed exclusively for these children, who are characteristically good natured and adaptive, it was felt that teaching methods could be effectively concentrated.

About 7000 children are born annually with this defect. Although it is incurable, it can be alleviated greatly by use of glandular extracts, and recent developments by endocrinologists in the field of ACTH and cortisone research indicate possibilities for future discoveries.

All facilities of the city school system will be made available to the group, including bus transportation, and those children not living in Jersey City will have their tuition paid for and transportation supplied by their local boards of education.

### Filmstrip Made of A.A.S.A. School Building Exhibit

WASHINGTON, D.C. — A 35 mm. filmstrip has been made of the 1951 school building architectural exhibit which was displayed at the American Association of School Administrators'



## Plenty of sunlight... and no glare

**YOUR CLASSROOMS** can have plenty of sunlight—with no glare to hurt young eyes—when you install window shades of Du Pont "Tontine"—because this shade cloth lets light in—keeps glare out—eliminates constant adjustment every time the sun changes.

"Tontine" shade cloth cuts maintenance costs, too—because it can be washed with soap and water. It lasts for years—resists crack, pinhole or fray—won't fade from sunlight.

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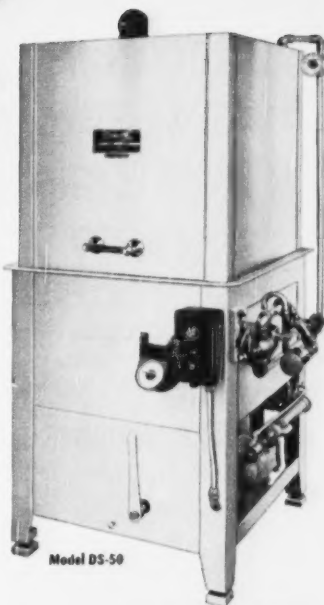
**CHOPPERS**. New speed...gravity feed... clean modern beauty. Choice of three sizes.



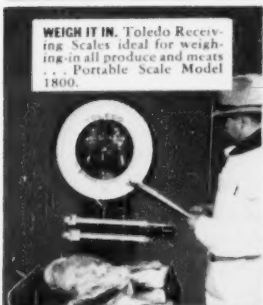
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**3-WAY DOOR**...one convenient handle opens three sides at once.



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**WEIGH IT IN.** Toledo Receiving Scales ideal for weighing in all produce and meats... Portable Scale Model 1800.



**WEIGH IT OUT!** Toledo Speed-weigh over-and-under scales provide speedy, accurate weighing of portions.

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**L3375-DZ** Deadbolt on this lock is retracted and held in unlocked position when knob is dialed past the last number. Door is locked and combination automatically dispersed when knob is turned.



The only key for these locks is the supervisor's Full Control Key which supplements the regular combination control and assures you immediate access for both emergencies and routine inspections.

YOU MAY be in the "locker key business" without realizing it.

But you'll be paying for it—in time spent on unnecessary bookkeeping, in money wasted on cumbersome duplicate key systems and in inadequate locker security.

There's an easy way to stop paying the price of poor school locker locks and put your school locker system on an efficient, economical, no-trouble basis. Scores of school administrators have found the answer in YALE's locker system.

This system is described in a simple booklet which tells you how you can make worthwhile savings of supervisory time, administrative effort and school money. It tells you how you can get good security locks that are *guaranteed* for workmanship and materials. Locks that give you quick access and control and provide practically unlimited combination changes. This booklet is yours without charge, if you'll send us the coupon below.

\*Reg. T. M.

PUT AN END TO THESE PROBLEMS

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NEWS...

convention at Atlantic City. The A.A.S.A. is distributing the film.

The exhibit gave special emphasis to buildings for rural communities and to low-cost buildings. It included only schools constructed since 1946 or those now in the process of being constructed.

Columbia Given Grant to Expand  
Citizenship Education Project

NEW YORK.—Columbia University's Teachers College has been granted \$1,000,000 from the Carnegie Corporation of New York to enable the Citizenship Education Project to expand its activities.

The grant, which will run until 1954, supplements and extends the original Carnegie award of \$450,000 made in 1949.

The new sum will generally expand the resources and facilities developed by the project's four operating divisions in the last 16 months in schools throughout the country.

William S. Vincent, project executive officer, said that regional project centers will be used "to spearhead and develop local citizenship improvement programs in schools."

The study began in eight school systems in the East and has grown rapidly until it presently serves 130 school systems in 36 states. The plan, now, is to set up regional centers for the project in schools of education, state departments of education, offices of individual school systems, and central offices of school study councils.

The Department of Defense has approved a proposal for improving the citizenship training of the armed forces, and representatives of the U.S. Army, Navy, Air Force, and Waves, have collaborated with project officials. They have begun a two-months' project to develop new orientation programs for the services at Teachers College, using practical situation exercises.

Core Curriculum Advocated  
at Junior High Conference

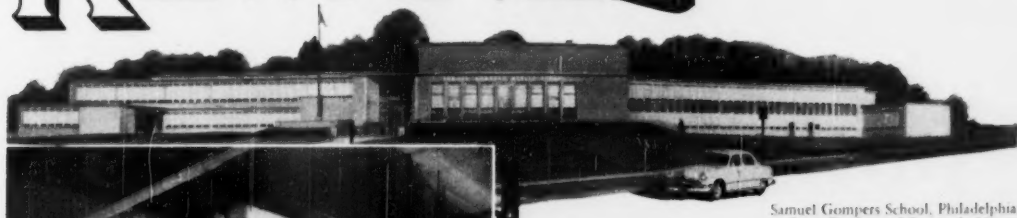
NEW YORK.—More effective integration of study programs and over-all community responsibility for youth education were recommended at the junior high school conference here February 16 and 17, under the auspices of the New York University School of Education. The 200 educators in attendance also urged wider establishment of core curriculum studies and more effective in-service education activities.



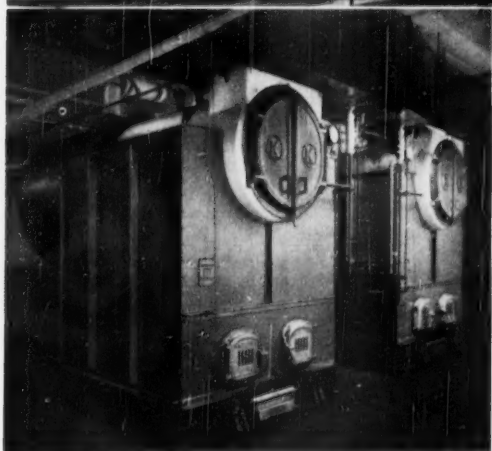
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Photograph shows the pair of Kewanee Boilers on the job in the Gompers School... assuring this modern structure a lifetime of dependable heat.

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## NEWS...

### NEW OFFICERS OF ASSOCIATED EXHIBITORS



New officers of the Associated Exhibitors of the N.E.A. elected at the A.A.S.A. meeting in Atlantic City in February, are (front row, left to right): E. W. Sundell, Dudley Lock Corporation, vice president; Clifford M. Kelly, Fred Medart Products, Inc., newly elected president; John D. Horne, Eberhard Faber Pencil Company, immediate past president; Paul L. Crabtree, secretary-treasurer; (standing, back row, left to right) C. B. Stateler, A. J. Nystrom and Company, new member of board; T. D. Wakefield, F. W. Wakefield Brass Company, member of board; Willis Scott, Scott Foresman and Company, member of board; J. W. Cannon Jr., The Nation's Schools, newly elected board member, and Charles Stock, Herman Nelson Corporation, new member of board.

### Survey Shows Textbooks Have Little Information on Russia

NEW YORK.—Richard W. Burkhardt, director of the division of teacher preparation at the Syracuse University School of Education, has made a nationwide survey on the materials the high schools use in relation to the Soviet Union.

These are his conclusions:

Textbooks virtually ignore the Soviet Union and little information of any kind is given about the Communist country in regard to history, geography, social studies, and so forth. The customs, beliefs, ideas or attitudes of the Russian people are sketchy and students get only a rough idea from which to draw their conclusions.

According to Dr. Burkhardt, whose report was approved by Harvard University as a doctorate study, the geography books used in the United States devote 6 per cent of their space to Russia; world history books, 7 per cent; American history, 1 per cent, and modern problems and citizenship texts, less than 1 per cent.

"The need for international understanding, for compromise and cooperation, is obviously a central need of our time," he declared. "Equally patent is the observation that Americans need to know a great deal more than they now do about the Soviet Union."

He made the following recommendations: (1) more time be given to teaching about the Soviet Union; (2) the time taken for other countries be cut down to include more about the Soviet Union; (3) the most important aspect of that nation and its people be emphasized; (4) greater attention be given to obtaining reliable information; (5) instruction about the Soviet Union be improved by making better use of the materials now at hand; (6) the Soviet Union and its people be used as illustrative materials throughout social studies courses; and (7) teachers make full use of current events.

### Elementary Teachers Outline Their Dream School

NEW YORK. — A dream school for both teachers and pupils has been suggested by 150 elementary school teachers who serve on an advisory committee for the Public Education Association here.

Because the association decided that a schoolteacher was the one person who has had little or nothing to say in the past regarding the design of schools in

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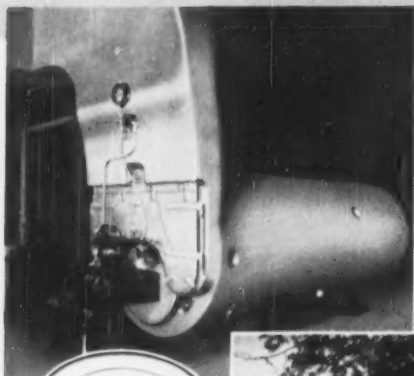
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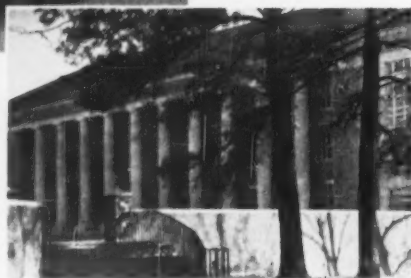
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Centenary College's new Science Building. Associate Architects: Stone & Pitts, Beaumont, Texas, and Payton & Bosworth, Shreveport, La.



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## NEWS...

the city, it gave the teachers full reign in making their report to Mrs. Samuel I. Resenman, chairman of the group's committee on modern school needs.

The design for the school would be radically different from any ever constructed in the vicinity and would house no more than 450 pupils.

One of the chief recommendations was that the ideal elementary school should be limited to 16 classrooms, for four-year-old kindergarten children to sixth graders.

Of one-story construction, the building should be on a plot large enough for adequate play space, which would be adjacent to the classrooms and away from the streets. Space would also be available for class activities throughout the day. The roof of the school would be designed as a play area also.

Windows should be low enough to enable every child to see out of them easily, and window seats should be provided under them with storage bins beneath.

All rooms should have a drinking-water tap and movable furniture. Emphasis was put on storage space in classrooms, which should have at least one large closet, open movable bookshelves, chart racks, a filing cabinet, and individual clothes lockers.

The teachers were united in approving separation of the gymnasium and the auditorium.

In the cafeteria the tables and chairs should be of assorted sizes, and the room should be large enough to serve all pupils and accommodate visiting parents.

For the teachers themselves, the report suggested a suite of at least two rooms and a bath, equipped with easy chairs, divans and couches, medical cabinets, dressing table, full-length mirror, smoking facilities, writing table, and radio.

The principal's office should contain at least two rooms and a private lavatory available to parents and guests.

The interior of the building should be done in a variety of cheerful colors. The rooms themselves, measuring 28 by 40 feet, should have washable walls and floors and electric outlets to provide current for educational aids, such as record players and film projectors. Radiant heat, with a thermostat control in each room, was preferred, and sound-proofing was advised for all halls and classrooms.

Lighting, controlled by automatic light meters, should be bright but with-





Monroe Junior High School, Roanoke, Va., is fire-safe because it uses Bethlehem Open-Web Joists in floor and roof construction. Architects: Stone & Thompson, Roanoke. Contractor: English Construction Co., Altavista, Va.

## *In school construction* **FIRE-SAFETY** *comes first*

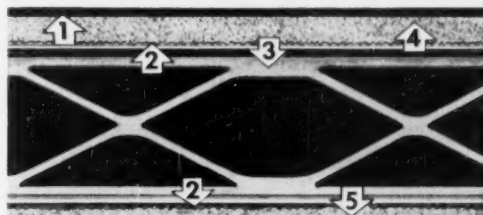
In planning a new school building, no consideration comes ahead of fire-safety.

Fire-safe schools are feasible, even under budget limitations, by using Bethlehem Open-Web Steel Joists in combination with concrete floor slab and plaster ceilings. This type of floor and roof construction, while relatively low in cost, is non-combustible, and permits maximum area between firewalls.

Besides providing fire-safety, Bethlehem Open-Web Joists offer these additional advantages in school construction:

1. They make possible floors which are vibration-resistant and non-shrinking, so that dirt-catching cracks can't form where floor meets baseboard.
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Your architect will be glad to discuss the use of Bethlehem Joists in school construction. Or, we'll send a Bethlehem representative to confer with you. Write to us at Bethlehem, Pa.



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### HOW BETHLEHEM JOISTS PROMOTE FIRE-SAFETY

This cross-section shows type of Bethlehem Open-Web Joist used in school above. Concrete and plaster prevent spread of fire. Asphalt tile, linoleum or other finishes may be used over the concrete.

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## NEWS...

out glare, and toilets should be adjacent to every classroom. Each room should have a sink.

### Dr. Hunter Named TV Head at Michigan State College

EAST LANSING, MICH.—The Michigan State Board of Agriculture has named Armand L. Hunter to take charge of television development at the state college.

Dr. Hunter previously was educational director of Station WFIL-AM-

FM-TV and radio and television coordinator at Temple University, Philadelphia.

As coordinator of all phases of MSC's television program, he will direct the station's newly completed closed-circuit television station and also will direct a graduate television workshop at the school during the six-week summer session.

The station, opened in March, links a central control room with several other campus buildings, and is used

for teaching purposes and research into television as an educational medium.

Dr. Hunter is chairman of the standards committee of the University Association for Professional Radio Education and of the committee on mass communication of the National Society for the Study of Communications.

### N.E.A. Establishes U.N. Education Service

WASHINGTON, D.C.—The National Education Association has established a United Nations Education Service in an effort to help schools teach international understanding.

Under this proposed service, a bi-weekly newsletter called UNIT will be issued giving information on the U.N. and other international activities, plus suggestions to teachers and news of materials, books, pamphlets, school activities and conferences.

Previously teachers did not maintain a representative at the U.N., but now a permanent officer will represent the profession. His duties will be to consult with educators, gather firsthand information about foreign study and exchange programs, and maintain contacts with related organizations.

Gen. Carlos P. Romulo, chief, Philippine delegate to the United Nations and formerly president of the United Nations General Assembly, declared:

"The project is commendable as a recognition of the fact that the United Nations, as an instrument for world peace, will work only as well as we make it work, and no better. Indeed, we can make it work only if we take the trouble to understand it ourselves and to teach the young people of our respective countries to know what it is all about."

### Asks Suggestions for Subjects of Educational Films

LOS ANGELES.—"We want to make films which are needed in the educational field and in community activity, but we need to know more about what these may be," said Prof. Kenneth Macgowan.

As head of the department of theater arts on the Los Angeles campus of the University of California, he issued an invitation to all teachers and civic leaders to submit ideas for educational motion pictures to his department.

"Most people have said, at one time or another, 'a film should be made about that subject.' That is the time to



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● In keeping with its modern design, the Albert Pike School of Fort Smith, Arkansas, features the most modern heating and plumbing products available...handsomely styled, durably constructed American-Standard heating equipment and plumbing fixtures.

In school after school American-Standard products have earned a reputation for long life, easy and economical maintenance. When you build or remodel, ask your heating and plumbing contractor about American-Standard heating equipment and plumbing fixtures. There's a complete line to choose from.

IT'S EASY TO KEEP this battery of sturdy Lucerne Lavatories bright and shiny...they're made of hard, smooth genuine vitreous china. The lustrous fixtures feature splash backs and deep, square bowls for protection of wall and surrounding area. And they're wall hung to make cleaning of floors easier.

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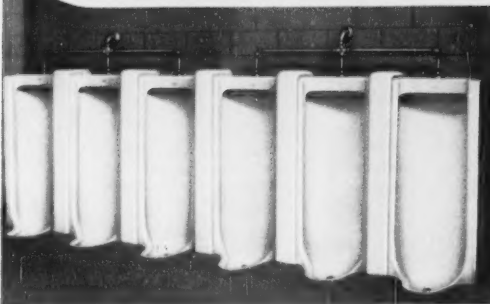
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## NEWS...

got the idea on a postcard and send it to the Theater Arts Department, U.C.L.A., Los Angeles 24, Calif. We will immediately consider putting our students to work on it," Mr. Macgowan promises.

Ten to 20 educational and documentary films are produced there each year by the students under faculty supervision, and they are distributed through an educational film sales department recently established by the University of California extension division.

### Chicago School Employees Get Salary Increase

CHICAGO.—The city council finance committee recently approved the board of education's budget, which will allow an increase in expenditures of \$4,750,000 a year, or a 5½ per cent wage increase to the 20,000 Chicago school employees.

A minimum increase of \$20 a month will go to employees in the lower bracket.

The budget will be raised to \$117,785,668.86 and the tax levy to a record \$103,228,431.

Grade school teachers who now receive the top pay of \$4500 will receive an additional \$257. High school teachers in the highest bracket will be given \$284 in addition to their \$5160. Of the 14,000 teachers in the Chicago system, 4000 are in high schools.

### A.F.T. Meeting Attempts to Iron Out Federal Aid Difficulties

WASHINGTON, D.C.—The American Federation of Teachers attempted February 17 to iron out some of the rough spots in its federal aid to education program.

Represented at a day-long discussion session here were such groups as the National Association of Manufacturers, the U.S. Chamber of Commerce, the Daughters of the American Revolution, and veterans' organizations.

The A.F.T. favors federal aid for public schoolteachers' salaries, for public school construction, for loans and scholarships for students, for welfare services for all children, and to help eradicate adult illiteracy.

The session, described as a sounding board before which organizations might express their views on the question, was opened by John Eklund, president of the teachers federation.

John R. Miles, director of research of the U.S. Chamber of Commerce, who opposed federal aid, challenged what he

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THE NEW ART EDUCATION WAY!**

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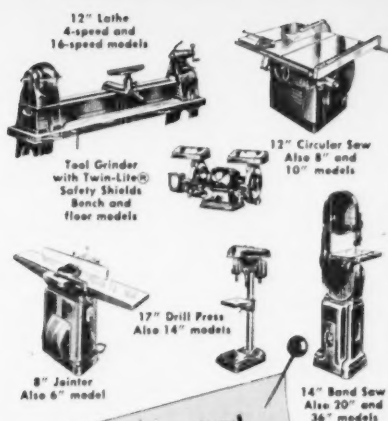


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**By equipping with Delta Machine Tools, you make the  
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pact, low cost, easy to operate — and safe! And Delta's built-in accuracy enables the student of limited skill to produce quality end-products. A complete line of accessories permits using Delta machines on a wider range of operations and projects.

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## NEWS...

called the assumption that countrywide aid to many if not all states for general education is now required.

"Outside the teaching profession so subject to the rationalization of their national association," he said, "I find no segment of society convinced of the proposition. . . . States do have the potential tax sources and the leadership to give their youth the education their people want."

On the other side of the argument, Matthew Woll, AFL vice president,

said: "Public education and its necessary support in our opinion are one of the essentials that should be given first priority. The \$300,000,000 recommended by President Truman for support of public school services by the federal government should be approved."

The former director of public relations of the National Conference of Christians and Jews, Edward J. Heffron, in his speech, "Does the Granting of Federal Aid in the Denominational

Schools Violate the Principle of Separation of Church and State?," asserted that if one really wants to separate church from state one must be consistent, and that laws marking legal holidays for Christian observances should be abolished.

Joseph Dawson, executive director of the Joint Committee on Public Affairs of Baptists in the United States, answered in his speech that aid to denominational schools would be contrary to the American system, contrary to the interest of the public schools, and would eventually impair "our most cherished American principle of religious liberty to every individual and group."

"To breach the constitutional wall of separation between church and state would inevitably result in an onrushing flood of applications for public funds for sectarian aids, with increasing grave effects," he said.

### Seven Eastern Colleges Oppose Accelerated Program

CAMBRIDGE, MASS.—Seven leading Eastern colleges and universities will not join the trend toward an accelerated program with three terms a year, according to a recent announcement made by the presidents of the institutions.

The announcement was signed by James B. Conant, Harvard University; Henry M. Wriston, Brown University; Grayson Kirk, acting head of Columbia University; James R. Killian Jr., Massachusetts Institute of Technology; Harold W. Dodds, Princeton University; Leonard Carmichael, Tufts College, and A. Whitney Griswold, Yale University.

The educators said that "intensive acceleration is justified only under war conditions."

Dr. Wriston explained: "Under the draft law we were faced with the loss of either our freshmen or our upper classmen. We felt that interrupted college work was not desirable. For another thing, acceleration, as we discovered in World War II, exhausted the faculty and interfered with our research programs."

If the present system is continued, he added, students presumably would go from high school into military service for two years and then could enter college and finish an uninterrupted schedule.

"The factor to keep in mind," he said, "is that we are looking for 10 or 15 years of the present emergency, while acceleration is for an all-out war."



## out of the Ruins came the RECORDS—intact

### in a Remington Rand Safe-Cabinet

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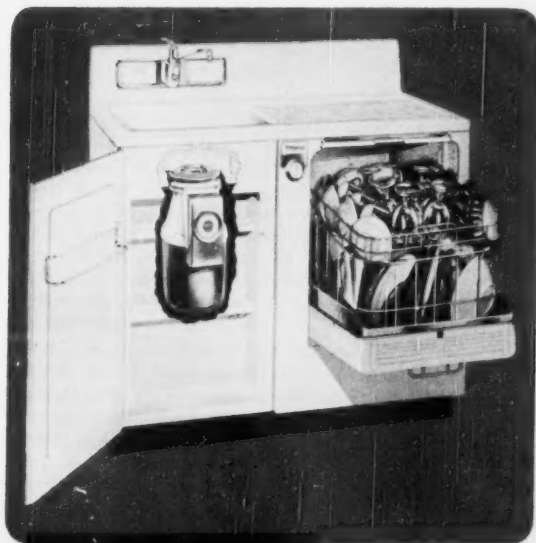
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SINK WITH DISPOSAL**

From the complete Hotpoint line of modern electric appliances, the Hotpoint Automatic Electric Dishwasher Sink with Disposall food waste disposer is, perhaps, the greatest labor-saver of them all. In your classrooms, the Hotpoint Dishwasher Sink with Disposall serves a dual purpose—first, for equipment study and second, for easy, convenient use by the class. Classroom time can be stretched when students don't have to waste precious minutes washing and drying dishes or disposing of food waste.

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**THE Hotpoint EDUCATIONAL PLAN**

Hotpoint's Educational Plan provides that accredited educational institutions may purchase for instructional purposes any of the complete line of modern Hotpoint Major Home appliances at a saving of nearly 1/2 the retail cost! In addition, in order that the major appliances in your school may be the very newest, Hotpoint

will indefinitely replace (at no cost to the school) any piece of Hotpoint Equipment, except cabinets, with comparable new models. This offer does not terminate at the end of 5 years but continues indefinitely. Get in touch with the Hotpoint distributor in your community and have him explain the details of Hotpoint's Educational Plan.

Most schools today recognize the fact that modern electric home appliances play an increasingly important part in bringing Better Living to Modern American Homes. Students from homes having modern electrical appliances want to learn the proper use of these appliances. It follows, naturally, that to teach them properly, your major electric appliances must be the most modern and should be equipped with the newest features. The Hotpoint Educational Plan is the solution to that problem.

Every Hotpoint Home Appliance includes the very latest advancement in appliance engineering. The use of Hotpoint Appliances in your home economics laboratory assures your teachers and students of having only the most modern appliances with which to teach and learn. Investigate the Hotpoint Educational plan and see how easy and how economical it is to have the finest—forever.

**Hotpoint Inc.**

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FOOD FREEZERS • AUTOMATIC WASHERS • CLOTHES DRYERS • ROTARY IRONERS

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Photo shows how entire interior of an R-W No. 833 Multiple-Action Master Control Door Wardrobe is instantly accessible, instantly exposed for airing, simply by opening master door.

WARDROBES by Richards-Wilcox provide maximum space for wearing apparel, yet require a minimum amount of space for installation. Simplicity of design keeps their cost surprisingly low, and they are manufactured in accordance with three standard principles of operation:

1. Individual Door Operation, fully receding.
2. Pair Door Operation.
3. Multiple Door Operation.

Each type is adaptable to conditions established by the architect, and can be furnished complete—with flush doors, coat racks, chalk boards, cork boards and other accessories.

So, if you're seeking ways and means to increase school space, child health, and teacher control, consider the many benefits and features of School Wardrobes by Richards-Wilcox, world's largest makers of Sliding Door Hardware.

**INSPECT** at your earliest convenience, the nearest installation of R-W School Wardrobes. For details, telephone, write, or wire our nearest office.

- Sanitary Ventilation of Apparel.
- Simplicity of Operation.
- Ease of Installation.
- Easy Cleaning.
- Rugged Construction.

**Richards-Wilcox Mfg. Co.**

MANUFACTURERS OF SLIDING DOOR HARDWARE  
AURORA, ILLINOIS, U. S. A. • Branches in all principal cities



## NEWS...

### Accidents Called Biggest Killer of Children

ST. LOUIS.—Accidents kill more children from the ages of 1 to 14 than all the young people's diseases, "including polio, scarlet fever, diphtheria, meningitis, diarrhea, enteritis, measles, pneumonia and whooping cough," that usually worry parents, according to Dr. Leona Baumgartner, assistant commissioner of health of New York City.

She declared that the accident problem is one that has largely been overlooked by the professionals who work with children—the doctors, nurses, teachers, social workers, and others who advise parents on the care of the young.

"An interesting contrast can be drawn," Dr. Baumgartner said, "of the reaction of the public and of professional workers to poliomyelitis, which kills only a few, and accidents, which kill so many. . . . In the five years, including some epidemic years, 1945 to 1949, inclusive, 70,921 children under 15 were killed by accidents and only 4343 by polio.

"But being killed is not all. The crippling that comes from both sometimes seems a living death. Certainly staying alive but crippled is a personal as well as a social burden. . . . Using the best estimates available, we find that 60 times as many persons are crippled by accidents as are crippled by polio."

Much more can be done about preventing accidents than about preventing poliomyelitis, she said; many children's accidents, especially those in the home, can be prevented. She added that those who care for children should be made "accident conscious."

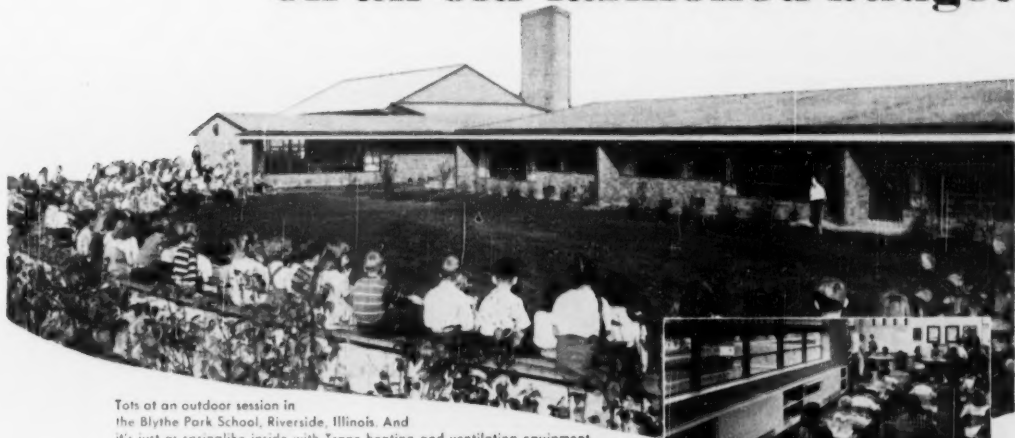
### Plans Made for May Citizenship Conference

WASHINGTON, D.C.—"Freedom in One World: Today and Tomorrow" is the theme chosen by the planning committee for the sixth National Conference on Citizenship, which will be held here May 16 to 20.

At least 1000 delegates will represent more than 500 national organizations and agencies at the conference.

The planning committee met March 9 to complete the program. Scheduled to appear at the opening general session May 17 are Sen. Wayne Morse, Atty. Gen. J. Howard McGrath, and N.E.A. Pres. Corma Mowrey. The conference will close with a banquet session Saturday evening, May 20.

# How to have up-to-date comfort on an old-fashioned budget



Tots of an outdoor session in the Blythe Park School, Riverside, Illinois. And it's just as springlike inside with Trane heating and ventilating equipment.

Building or remodeling . . . college lab or kindergarten . . . Trane Heating and Ventilating products can be depended upon to create the ideal comfort conditions for easier learning, enjoyable teaching.

With any budget, real economy requires uniformly comfortable room conditions, uninterrupted service and long years of trouble-free operation. With a Trane system — backed up by the undivided responsibility of one manufacturer for all component parts — real economy is combined with up-to-the-minute comfort throughout the entire school year.

**For Classrooms**—Trane Unit Ventilators bring in plenty of filtered outside air . . . fresh as a May morning and sparkling clean . . . warm it to just the right temperature and circulate it freely to every corner of the room. These sturdy, quiet operating units feature adjustable room control tailored to the activity of each individual room. An unlimited number of space saving arrangements are available with matched shelving and Auxiliary Convector.

**For Gymnasiums, Auditoriums, Shop Rooms, Cafeterias**—Trane makes a complete line of unit heaters and ventilators of every type. Steam or hot water, propeller or blower type, vertical or horizontal discharge . . . the right unit in the right size for any large area heating problem. Ideal for killing drafts, blanketing windows and doorways, beaming heat down corridors, rows of lockers, tables or machines, projecting warmth down into occupied areas from high ceiling rooms or halls.

**For Offices, Libraries, Lavatories**—Trane Convectors in a vast variety of types and sizes supply silent heating with instantly responsive control. Ruggedly built, yet small and compact, these famous heating units can be tucked away under windows fully recessed, semi-recessed or free standing. Natural convection action, without fans or moving parts, gently heats large quantities of air, flooding room area with mild, enjoyable warmth. For complete information about Trane heating and ventilating equipment for schools, contact nearest Trane sales office or write The Trane Company, La Crosse, Wis.



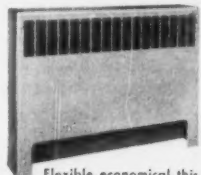
Fresh air, filtered air, warm air supplied by Trane units keeps this Abbott School classroom, in Fort Wayne, Indiana, completely comfortable.



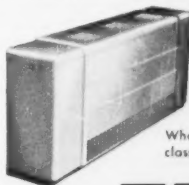
No matter where the ball bounces in this gymnasium, it'll be in a comfort zone thanks to Trane unit heating.



Trane Projection Heater and Louver Cone Diffuser, the team that sends warmth down from high gymnasium ceilings.



Flexible, economical, this Trane Convector makes warmth and comfort within reach of any school budget.



Where this Trane Unit Ventilator is a classmate, there's health and comfort.

# TRANE

The Trane Company, La Crosse, Wisconsin • Eastern Mfg. Division, Scranton, Pa. • Trane Company of Canada, Ltd., Toronto . . . Unit Heaters, Convectors, Heating and Cooling Coils, Fans, Compressors, Air Conditioners, Unit Ventilators, Special Heat Exchange Equipment, Steam and Hot Water Specialties.

## NEWS...

### Education Service Centers Established in Germany

WASHINGTON, D.C.—The principles underlying present-day education of 2 to 7 year olds form the core around which an extensive project for 16 U.S. Education Service Centers in Germany has just been completed by the Association of Childhood Education International.

At the request of the U.S. State Department, as part of its German re-orientation program, the centers have

been set up as meeting places and demonstration centers for those school officials, teachers and parents in Germany who are interested in developing improved educational practices.

In conjunction with this program, 20 kits of instructional materials have been assembled for display in Germany.

### Teachers College Begins Internship Program

NEW YORK—Teachers College, Columbia University, has opened the "in-

ternship" phase of the Cooperative Project in Educational Administration financed by a Kellogg Foundation grant. Nine doctoral candidates in educational administration have been appointed assistants to school executives in the New York City area and the New York State Education Department in Albany.

Purpose of the internship program is to provide a period of guided field experience in school administration for selected doctoral candidates in educational administration. Members of the first group of interns formerly were teachers, principals and supervisors. For one or two semesters they will serve as members of the regular administrative staffs of the institutions to which they have been assigned.

### Extended Experiences Plan Offered to Butler Students

INDIANAPOLIS—Students in education at Butler University may supplement classroom training and student teaching with laboratory work at social service centers under a new program worked out in cooperation with local social agencies, Dean J. Hartr Walsh announces.

Those engaged in the "extended experiences" program seek to learn to understand children, to understand the rôle of community agencies trying to build character and to supplement the home and school; to develop skills in handling children, and to bridge the gap between theory and practice in teaching.

### Booklet Offers Suggestions for Remodeling Buildings

WASHINGTON, D.C.—Concrete suggestions for remodeling, rehabilitating, modernizing and repairing school buildings are given in a new bulletin published by the U.S. Office of Education. The author, Nelson E. Viles, gives advice on how to improve corridors, stairs, exits, exterior walls, and roofs.

He discusses how to improve heating and ventilating systems and how to install heating controls and modernize plumbing and water services.

He devotes special sections to the improvement of electric service and to the rejuvenation of wood floors. In a concluding chapter he recommends several ways of controlling termite damage.

The bulletin, entitled "School Buildings—Remodeling, Rehabilitation, Modernization, Repair," may be obtained from the Superintendent of Documents, for 20 cents.



### MODERN SEATING FOR THE MODERN CHILD

NORTHERN meets these qualifications by offering a complete new styling in unit chair and desk sets. Sturdy, yet good looking; modern, yet functional; that's the new 2809 double pedestal desk and 2801 chair.

No place for a child to put his feet on, as all cross pieces have been eliminated under the desk and stretchers have been curved under the seat. Both chair and desk are made from 1" 18 gauge tubing with solid Northern Hard Rock Maple wood parts. The desk top is 18" x 24" and has a pencil groove. The book box is 16" x 22" x 5" deep. Both units are equipped with non-removable rubber cushion glides as standard equipment.

The chair is available in sizes from 11" to 18", and the desk from 22" to 30".

For further particulars and the  
name of your nearest dealer,  
write to:

NORTHERN SEATING COMPANY  
666 LAKE SHORE DRIVE  
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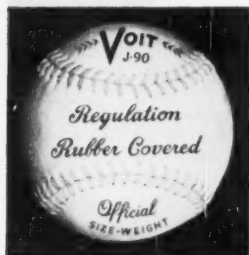


# PLAY BALL with **Voit**

**JC12**—Cork Center Softball—Dependable performance that only a cork center insures. Constant uniform quality will give unbelievably long service in hard school use and for league games.



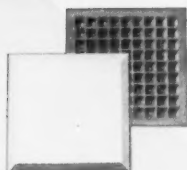
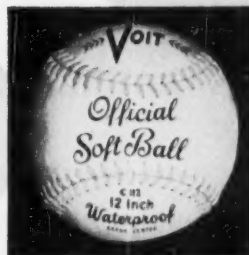
**J90**—Baseball—The ideal ball where durability is all-important for limited budgets. Being used by professional teams, must be right.



**PB1**—Official Pitcher's Box—Top quality white rubber. Detachable spikes. Spike locking nuts molded in bottom of box.

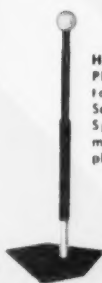


**C112**—Official Softball—Year after year, in millions of games, the C112 is the favorite. Improved again for 1951, it's the "best buy" in athletics. Kapok center.

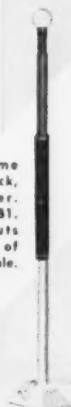


**SB1**—Softball Bases—A new design in portable softball bases (including home plate). Suction design prevents slipping on gym floors, grass, asphalt or cement. Normal use should last ten years.

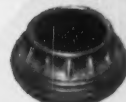
**BT1**—Softball Batting Tee—Saves all the time the youngsters now lose trying to get a pitched ball over the plate. Allows more hitting, fielding and base running in limited play periods. Helps teach hit placement. Adjustable to each batter's height.



**HP1**—Official Home Plate— $\frac{3}{4}$  inches thick, tough white rubber. Same top quality as PB1. Spike locking nuts molded in bottom of plate; spikes detachable.



**BP2**—Bat Protector—So many schools have asked for something to protect the knob on the bat handle from chipping. We have it! Special soft rubber prevents handle-chipping and slipping from hands, but does not affect performance of bat.



**BT2**—Batting Tee—For professional, collegiate and high school use. Proved aid in correcting faulty swings and weaknesses in batting against any type of pitch. Fully adjustable for height and up to 15 inches in front of plate. Parts are replaceable.

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\*Due to present National Defense Requirements for nickel and chromium, two critical war materials, KONIK will not contain standard amounts of these elements.

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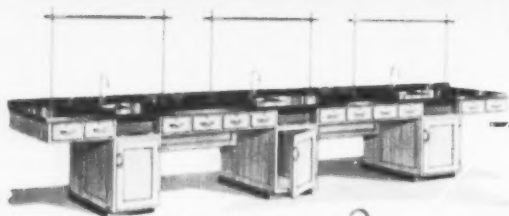
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## NEWS...

### Rural Communities Organize for Better Living

ROCKFORD, MIC 4.—Supt. Erwin J. Kleinert recently described for his fellow administrators the pioneering work going on through the schools of a few rural Michigan communities as they attempt to organize for better living. Those projects are well worth later publication, but his picture of the changing rural pattern and the schoolman's slow realization of it will be reproduced here. He says:

1. "There is a growing awareness of the state of disorganization of country life, and we now know that in some cases schools may have contributed to this confusion. We see in the decrepit town halls, the empty rural churches, and the great number of young people leaving the community to seek their fortunes elsewhere more testimony of this disorganization.

2. "We are beginning to question the old principle that a school can be only as good as its community. We realize that too often this has been an excuse for inaction. For we now have seen examples of schools that have done much to lift the economic and cultural levels of communities.

3. "In our programs for the improvement of rural education we are learning the value of involving people in the stages of planning and execution. We are no longer putting on high pressured campaigns to build or unify, heavily weighted with campaign promises of better things, only to find that the better things were not forthcoming because the people had been left out of the picture, except for a short time when the election campaign was in full swing.

4. "We are developing means of motivation in our rural classrooms to meet the needs of the citizen of today. We recognize that technological advances have in one generation made country people residents of a much larger community. We see more clearly now that higher wages, more machines, and more mass amusements do not satisfy all of man's fundamental wants; that, in fact, they have created social problems, such as (1) waste of natural and human resources; (2) lack of vision in government; (3) failure of religion to be an effective force in our lives; (4) health problems; (5) dissolution of family life, and (6) inadequate education.—M. W.



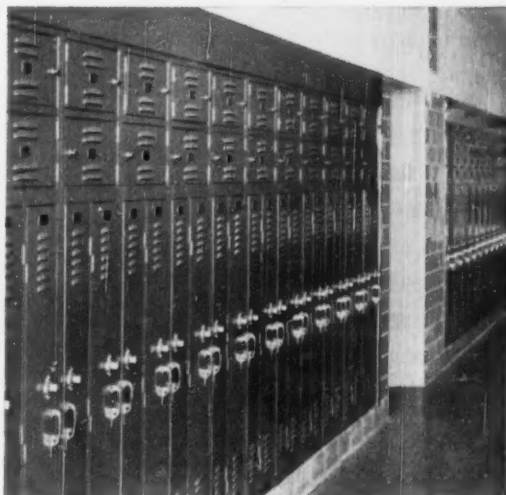
**Most popular**  
*Meeting Place*  
**in school**

"Meet me at your locker." You've heard it countless times. Your students naturally choose the most *convenient* place to meet. They associate the idea of convenience with their individual Berger Steel Lockers which so safely store clothing, books, supplies, instruments and athletic equipment. School days start and end right there.

Use of, and responsibility for, their individual Berger Lockers helps strengthen worthwhile habits, too—neatness, orderliness, cooperation, care of equipment—habits that will serve students well in meeting future responsibilities.

Since corridor, classroom and gymnasium lockers are so important a part of daily activities, it's vital that they be well-constructed, attractive and durable . . . capable of faithfully serving generations of students. Berger Steel Lockers meet all those requirements.

And, as largest suppliers of steel storage facilities to the schools of America, Berger is eminently qualified to assist you in all phases of planning, engineering and installing this equipment. Just write:



*Berger Steel Two-Person Lockers installed in corridors of Central Catholic High School, Reedurhan, Ohio. Firestone and Motter, Architects. Gibbons-Grable Co., General Contractors.*

*Berger* 

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Lockers • Wardrobes • Storage Cabinets  
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 Shop Equipment • Shelving • Book Shelf Units



## wire from washington

(Continued from Page 88.)

also sent word to its affiliated unions not to take part in the Freedoms Foundation contests.

"The Freedoms Foundation," said the A.F.L., "is anti-union, anti-democratic, anti-liberal." When the foundation was charged by some educators with the same tendencies a year ago, it replied that its principles are based on "100 per cent Americanism" and have been endorsed by several educators, including President Stassen of the

University of Pennsylvania and Gen. Eisenhower, now on leave of absence from the presidency of Columbia.

### Hits educational press

► Another attack on the budgets of educational organizations is shaping up on Capitol Hill. The House post office committee wants to raise postal rates on all second and third-class mail. This means that schools, colleges and educational groups will have to pay more for mailing their catalogs and educa-

tional periodicals. In years past, similar bills to raise postal rates have exempted second-class and third-class rates for educational organizations. This time, Rep. Murray's bill (H.R.-2982) carries no such exemption for publications of educational groups.

### New rain of U.S. dollars?

► The big mystery of the defense program is why public vocational schools aren't called upon to help train workers for defense jobs. One answer is that industry has a large reservoir of skills on tap. Another answer is that organized forces (as yet unnamed) don't want the public schools to do the job. They want private trade schools to do it—at a fee.

The same forces (which, although unnamed, certainly include pressure groups for profit-making trade schools) are buzzing into Congressmen's ears. They suggest that every defense contract include an extra sum of money to permit contractors to set up their own training programs or to ask private schools to do the training for them. Few Congressmen like this idea; others bluntly call it "a vicious proposal." "This idea will let loose a new rain of federal dollars and cause the mushrooming of fly-by-night schools next to every defense plant," said one lawmaker.

Says M. D. Mobley, American Vocational Association head: "It would be an utter waste of funds to set up and equip additional private training facilities at public expense when there are already in existence vocational training facilities capable of doing a bigger and more efficient training job than was done during World War II. The public vocational schools . . . only await the call to duty and the funds with which to operate."

### Metal for nation's schools

► The Defense Production Authority now knows that the nation's schools and colleges will need less than a million tons of steel next year for school construction and supplies. The estimates, given D.P.A. by the Office of Education on March 1, were cooked up partly on the basis of a questionnaire study, partly on guesswork.

What now? Planners in the defense agencies whisper that they will sit on the estimates for the next 30 to 60 days. By July 1 they may, or they may not, come up with a materials allocation plan. Under this scheme, if it comes, contrac-



KEY-CONTROLLED School's master key opens every locker.

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# More Safety

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## NEW 1951 CHEVROLET School Bus Chassis

Safety has always been the first consideration in the engineering of the Chevrolet School Bus chassis—in the choice of materials, in design and construction. And now, for 1951, they have the extra safety added by Chevrolet's Twin-Action heavy-duty rear brakes and new Dual-Shoe parking brake. . . . Second only to safety comes economy, of maintenance and operation, assured by Chevrolet's valve-in-head engine, four-speed transmission, heavy-duty rear axle, and long-lasting clutch. You save in first cost, too. . . . For safety and savings, choose Chevrolet.

CHEVROLET MOTOR DIVISION, General Motors Corporation  
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### SCHOOL BUS CHASSIS

#### 199-INCH WHEELBASE SCHOOL BUS CHASSIS

Gross vehicle weight, 13,500 or 15,000 pounds, depending on tire equipment. Capacities, 42 to 54 pupils. Chevrolet Loadmaster valve-in-head engine, 105-h.p., 193 foot-pounds torque (pulling power) at speeds governed under 35 m.p.h. New Twin-Action heavy-duty rear brakes. New Dual-Shoe parking brake.

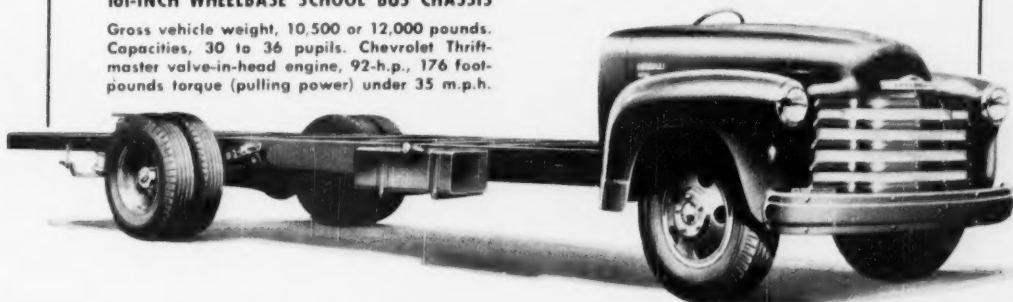
#### 161-INCH WHEELBASE SCHOOL BUS CHASSIS

Gross vehicle weight, 10,500 or 12,000 pounds. Capacities, 30 to 36 pupils. Chevrolet Thriftmaster valve-in-head engine, 92-h.p., 176 foot-pounds torque (pulling power) under 35 m.p.h.

governed speed. New Twin-Action rear brakes. New Dual-Shoe parking brake.

#### 137-INCH JUNIOR SCHOOL BUS CHASSIS

Gross vehicle weight, 7600 pounds. Chevrolet Thriftmaster valve-in-head engine, 92-h.p., 176 foot-pounds torque (pulling power) under 35 m.p.h. Proved dependable Double-Articulated brakes. Capacity, 16 pupils.





## wire from washington

tors who bid on school construction would be guaranteed steel (copper and aluminum, too) for school building, and manufacturers of school supplies would be guaranteed the scarce metals for school buses or scissors, steel desks or heating plants.

Yet, there is no assurance that a materials control plan will ever be launched. Government officials still hope that our mills will step up production of steel, copper and aluminum to make the allocation plan unnecessary. (They look

with hope at the new steel plant at Morrisville, Pa., which alone will produce in a year almost twice the steel that education needs.)

"It's no simple matter to set up an earmarking plan for raw materials," said one defense official. "We can't do it for education alone. It's got to be done for everybody at once. And July 1 is the earliest date we can hope to shoot at."

Meanwhile, the only thing for a school authority to do when school construction stops midway because the con-

tractor can't get brick, pipe or steel is to put in a call to Ralph C. M. Flynt at the U.S. Office of Education and ask for help. Mr. Flynt will get in touch with the National Production Authority, describe the "hardship case," and ask for relief. The upshot usually is that the N.P.A. gets in touch with a local supplier and asks him on an informal basis to provide the brick, the pipe, or the steel to the school builder. This scheme is working fairly well without benefit of forms or application blanks. Now N.P.A. is talking about "regularizing" this procedure and asking schools to fill out forms to describe these hardship cases.

The only thing for a school manufacturer to do when he finds himself short of raw materials is to appeal his case to the N.P.A. If the manufacturer can prove his product essential for "national welfare and interest," he may get at least a part of what he needs. The Flynt unit in the Office of Education does not plead for manufacturers.

Events are moving swifter than the N.P.A. What bothers schoolmen now is not the inability to finish a school under way but rather the inability to get bids on new construction. Some contractors simply refuse to build schools on the excuse they can't get materials. Another trouble, of course, is that contractors who do bid are hiking their prices from 20 to 25 per cent over last year.

What will the government do about this? Nothing—yet. These two distressing trends—inability of contractors to get supplies for new construction and rising costs—cannot be corrected for education alone. Only if the federal government finds a workable plan to halt rising prices and to earmark materials for every segment of the economy will school authorities get relief.

### Fortification?

► First flash of good sense to come out of the national defense planning councils: All future pension and retirement plans should be fortified with escalator clauses. The suggestion comes from Price Stabilizer DiSalle. He told the Congressional defense production committee he sees little hope ahead for people who live on fixed incomes or on pensions as they battle rising prices. A clause in pension and salary plans, which would increase the monthly checks as the cost of living rises, is the only remedy DiSalle can think of now.

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teaching — grooming centers —

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FIRE AND PANIC  
EXIT DEVICES

## NAMES IN THE NEWS

### SUPERINTENDENTS...

Clarence E. Hinchey has accepted a three-year contract as the new superintendent of schools at Montclair, N.J., effective April 2. Mr. Hinchey is now deputy superintendent of schools at Schenectady, N.Y. Formerly he was principal of the Nott Terrace High School in the same city and, before that, high school principal at Alpena and East Lansing, Mich.

Hollis A. Moore has resigned as superintendent of school district No. 6, Greeley, Colo., effective July 1, to become superintendent of schools at Tyler, Tex., on a three-year contract. Dr. Moore left his position as executive secretary of the Gilmer-Aiken committee at Austin, Tex., to take the post as superintendent of the Greeley schools.

Gordon Helmbold, superintendent of the high school at Breckenridge, Mich., for the last four years, has resigned.

Gesine Musgrove has been appointed Meagher County school superintendent in Montana.

A. O. Bird has been reelected for a one-year term as superintendent of the school system of Gonzales, Tex.

E. K. Kopriva assumed his new duties as Benewah County superintendent in Idaho February 1. The post formerly was held by Louis Bass, who retired.

A. A. Miller has accepted the position of superintendent of schools of reorganized district No. 2 at Hamilton, Mo. Mr. Miller will assume his new duties as soon as he is released from the superintendency at Martinsville, Mo.

Joseph C. Rapose has taken office as Tehama County superintendent in California. Mr. Rapose, whose new office is at Red Bluff, Calif., was elected to the post in the November general election.

Foster B. Snowden will retire this summer from his position as superintendent of schools at Jeannette, Pa., because of ill health.

Andrew P. Hill, superintendent of schools at Stockton, Calif., since 1943, will retire from the system in October. Mr. Hill, formerly a practicing architect, has taught or been an administrator in San Francisco, Palo Alto, San Jose, Santa Maria and Stockton, Calif. Organizer of the state division of schoolhouse planning in 1927, he has been with the Stock-

ton schools since 1942, when he became deputy superintendent.

William S. Schmidt was appointed recently to a four-year term as superintendent of schools of Prince George's County, Upper Marlboro, Md. He succeeded the late G. Gardner Shugart, who died January 18.

Edgar M. Douglas has resigned as superintendent of Montgomery County schools in Maryland, effective January 31.

Walter Jackson Wakefield, the new superintendent of schools of Greene County in Indiana, is a retired school teacher and was formerly a principal of schools at Scotland and Marco, Ind.

Walter Manning has resigned as superintendent of the Reinbeck consolidated school in Iowa, effective at the close of the present school year.

Isobel M. Knipe has been named as superintendent of the Montrose School for Girls near Reisterstown, Md. Miss Knipe, past president of the National Conference of Juvenile Agencies, has served as assistant head of the state school for girls at Hollowell, Me., and as acting superintendent of the training school for girls at Howard, R.I. She succeeds Edith P. Gardner, who is retiring from the superintendency following 17 years of service.

Lawrence Millett, principal of the public school at Milan, Ill., has been appointed assistant superintendent of schools for Rock Island County, Illinois.

William M. Smith, superintendent of schools at Long Branch, N.J., for more than 14 years, will retire at the close of the present school year.

Mrs. LeRoy Larsen of Pine City, Minn., has taken office as superintendent of the rural schools of Pine County, Minnesota.

### PRINCIPALS...

Gertrude S. Morresy recently was named as new assistant high school principal at Long Branch, N.J. The former guidance director at the high school, Mrs. Morresy fills the vacancy caused by the death of Melvin T. Rahn.

Theodore E. Dumas, general science teacher at Commerce High School, Worcester, Mass., is the new assistant principal at South High School. The position became vacant last December with the death of Andrew G. Aldrin.

Dexter K. Strong has been named headmaster of the Lakeside Boys' Preparatory School in Seattle, Wash. Since 1942 Mr. Strong has been headmaster of



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## NEWS...

the Pomfret School, Pomfret, Conn. He will take over his new duties at Lakeside next fall.

W. Robert Paynter has been selected as the new supervising principal of the Baldwin Township Whitehall School district in Pennsylvania. Mr. Paynter, now the associate supervising principal of the North Hills Joint School District, also in Pennsylvania, is a resident of West View, Pa., where he was formerly the supervising principal of the city's schools.

Donald A. Anderson, who has served as principal of Stafford High School, Stafford Springs, Conn., for the last eight years, resigned his position recently. He has accepted the position of assistant principal of Greenwich High School, Greenwich, Conn.

Ralph Magnuson has resigned as principal of the junior high and grade school at Columbia Falls, Mont., effective in May.

John B. Mecker, guidance director and vice principal of the high school at East

Hampton, N.Y., since 1935, was recently named supervising principal. He succeeds Leon Q. Brooks, who retired recently.

Kendall Jackson has announced his resignation as principal of the high school at Fredonia, Kan. Mr. Jackson, associated with the Fredonia schools for the last six years, has been high school principal since the departure of Charles Lafferty, now superintendent of schools at Atchison, Kan.

Harlan Albert Schmidt succeeded Walter Hanson as principal of Osseo High School, Osseo, Minn. Mr. Hanson left recently with his National Guard company. Mr. Schmidt is the former principal of the public school at Ashby, Minn.

Vercal E. Sampson's appointment as the new principal of Farmington High School, Farmington, Me., has been announced. The successor of Thomas L. Maynard, who resigned to enter business, Mr. Sampson was formerly the principal of the high school at Norway, Me., and a Veterans Administration official.

Lawrence J. Davis has succeeded Mary J. Holm as principal of the high school at Naselle, Wash. Mr. Davis was formerly principal of the high school at Republic, Wash.

## IN THE COLLEGES...



Maurice F. Seay

Maurice F. Seay, professor of educational administration at the University of Chicago since August 1, has been appointed chairman of the university's department of education. He

succeeds Alonzo Grace. Mr. Seay has served as dean of the college and head of the department of education at Union College, Barboursville, Ky., and director of the bureau of school service and head of the department of educational administration of the college of education at the University of Kentucky. From 1943 to 1948 he was chairman of the committee of southern regional studies and education of the American Council on Education.

Deane Waldo Malott, chancellor of the University of Kansas, has been named president of Cornell University, Ithaca, N.Y. Dr. Malott succeeds Edmund E. Day, who resigned as president in 1949 because of his health but served as Cornell's chancellor until last January. Dr.

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Before you decide on a floor for a particular purpose, call in your Armstrong contractor. He'll help you get the right floor for your needs.

GET ALL THE FACTS—Send today for free booklet, "Which Floor for Your Business?" This 20-page booklet in full color illustrates and gives full information about all Armstrong's Resilient Floors and their uses. It will help you weigh the advantages of each type of resilient floor and help you select the Armstrong Floor best suited for each area. Write: Armstrong Cork Co., Floor Division, 3704 State St., Lancaster, Penna.



## NEWS...

Malott, who will be the sixth president of the institution, is president of the National Association of State Universities, a former secretary-treasurer of the Association of American Universities, and a member of the business advisory council of the U.S. Department of Commerce and the board of the William Rockhill Nelson Trust. **Cornelis W. de Kiewiet**, who will take over the presidency of the University of Rochester July 1, has been acting president of Cornell University.

**Eugene F. Lawler** has resigned as professor of school administration in Northwestern University's school of education to accept a similar position at Florida State University in Tallahassee. He will be in charge of the graduate program there. Dr. Lawler taught in various schools in Texas and was a high school principal in Dallas, Tex., before going to Northwestern.

**Harry W. Rockwell**, president of the State University College for Teachers at Buffalo, N.Y., will retire in July, when

he will have reached the compulsory retirement age of 65. Dr. Rockwell has been president of the college since 1919, when it was a normal school with a two-year curriculum and 275 students. Now the college awards bachelor's and master's degrees and has an enrollment of 2022.

**The Rev. Victor B. Nieporte** is the regent of the evening college of Xavier University, Cincinnati, and director of admissions for the university, and **Irvin F. Beumer** is his successor as dean of the evening college. **The Rev. Raymond L. Mooney**, who has been appointed to the faculty of John Carroll University at Cleveland, formerly held Father Nieporte's new position. Mr. Beumer is the youngest dean to head the evening college and also the first layman to be in charge of the university's downtown division. He is the former director of veterans' education at Xavier and has served as director of student activities.

### OTHERS...

**C. Harold McCully**, the new director of the Veterans Administration advisement and guidance service, is a former branch area advisement chief. Mr. McCully succeeds **Ira D. Scott**, who died January 15. The V.A. also announced the appointment of a three-man advisory committee of psychologists. Members of the committee are **E. G. Williamson**, dean of students and professor of psychology of the University of Minnesota, chairman; **Daniel Feder**, dean of students and psychology professor at the University of Denver, and **Donald Super**, professor of psychology at Teachers College, Columbia University, New York City.

### DEATHS...

**Francis Harvey Green**, headmaster emeritus of the Pennington School, Pennington, Pa., died recently at a school convocation at which he was to present a new headmaster. He headed the school from 1922 to 1943. After his retirement Dr. Green continued to live at Pennington and devoted his time to lecturing and local history.

**Florence Curtis Hanson**, former secretary-treasurer of the American Federation of Teachers, died recently following a brief illness. She and **Henry R. Linville**, president of the federation, drew up the National Recovery Act code for teachers in 1933. She also served as president of the Chicago High School Teachers Council from 1926 to 1935.

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## COMING EVENTS

### Meeting dates for national and regional programs

#### MARCH

22-24. Midwest Conference on Rural Life and Education, Kirksville, Mo.

27-31. North Central Association of Colleges and Secondary Schools, Chicago.

#### APRIL

1-4. National Conference on Higher Education, Chicago.

9-11. Great Lakes Regional Conference

on Rural Life and Education, Indiana University, Bloomington.

9-14. American Association of University Women, Atlantic City, N. J.

14. Pan American Day

17-20. American Association for Health, Physical Education and Recreation, Detroit

18-21. International Council for Exceptional Children, New York City

20-21. Spring meeting, Middle States

Council for the Social Studies, Washington, D.C.

22-24. Midwest Conference of Community School Superintendents, Topeka, Kan.

26-28. Fourth University of Kentucky Foreign Language Conference, Lexington.

#### MAY

2-5. American Industrial Arts Association, New York City.

16-20. Sixth National Conference on Citizenship, Washington, D.C.

#### JUNE

18-21. National Association of Student Councils, Wellesley, Mass.

20-22. New England Conference on Rural Life and Education, N.E.A. Department of Rural Education, University of Massachusetts, Amherst.

27-30. Palo Alto conference, N.E.A. National Commission on Teacher Education and Professional Standards, Stanford University.

#### JULY

1-7. National Education Association, San Francisco.

2. National School Public Relations Association, San Francisco.

9-13. Annual Cooperative Conference for Administrative Officers of Public and Private Schools. Sponsored by Chicago and Northwestern universities. Thorne Hall, Chicago.

9-20. Eleventh Annual Conference on Elementary Education, N.E.A. Department of Elementary School Principals, Pacific Grove, Calif.

23-Aug. 17. N.E.A. Institute of Organization Leadership, The American University, Washington, D.C.

#### OCTOBER

1-3. County and Rural Area Superintendents, Dallas.

15-18. Association of School Business Officials, Toronto, Ontario, Canada.

#### FEBRUARY

23-27. Regional Convention, American Association of School Administrators, St. Louis.

#### MARCH

8-12. Regional Convention, American Association of School Administrators, Los Angeles.

#### APRIL

5-9. Regional Convention, American Association of School Administrators, Boston.



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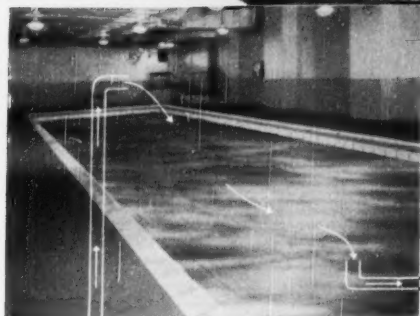
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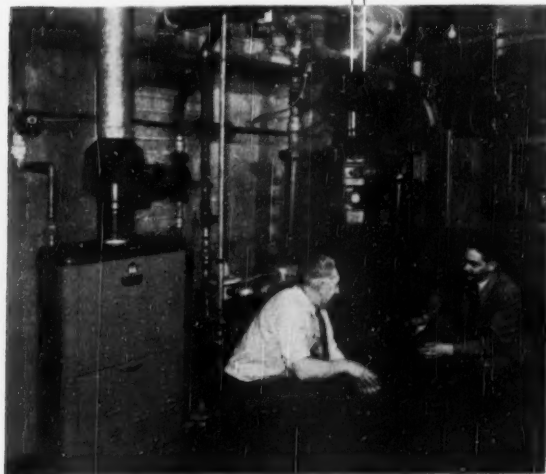


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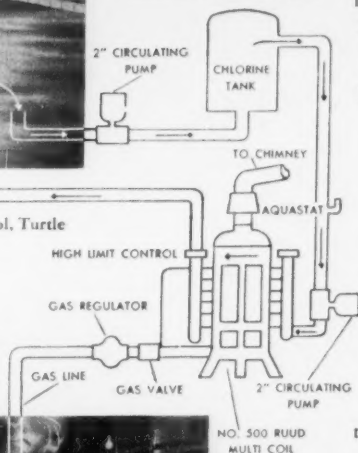


Sixty-foot by thirty-foot swimming pool, Turtle Creek, Pennsylvania, High School.

Maintenance Superintendent Fred M. Schmitt discusses Gas Waterheater operation with R. N. Spear, Ruud Mfg. Co. Gas Waterheater at left furnishes hot water for showers, washrooms, etc.



Schematic arrangement of recirculating system using single Gas Waterheater for tempering water in swimming pool.



**ECONOMY** is an important feature in the operation of Turtle Creek High School pool—the economy of water-heating with **GAS**, plus the continuous recirculation of 50,000 gallons of water.

Pool water-temperature is maintained at a constant 78° and the water is pumped through the system at the proper rate for chlorinating and reheating. The Gas Waterheater is automatically controlled to compensate for all operating variations.

But the pool system is only one of three Gas Waterheating installations in the school. Hot water, for gymnasium showers and the school washrooms, is furnished by a Ruud #5 parallel-flow Gas Waterheater utilizing a 750-gallon tank for off-peak storage of water for showers.

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These three systems demonstrate the flexibility of Gas Waterheating Equipment and the versatility of **GAS** for automatic supply of hot water for all requirements. Your Gas Company Representative will give you complete details.

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Installation by Gray & Duquette, Turtle Creek, Pa.



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## THE BOOK SHELF

Printed publications of interest to school administrators are listed as received.

### ADMINISTRATION

**Curriculum Improvement in Public School Systems.** By Hollis L. Caswell and associates. Two types of material are presented. The first contains background material to assist in evaluating programs and the basic factors which make continuing curriculum improvement essential in American schools. The second type provides reports of current curriculum programs of various types. Bureau of Publications, Teachers College, Columbia University, New York. Pp. 462. \$3.

**Community College in Action: The Fairleigh Dickinson Idea.** By Peter Sammartino, president of Fairleigh Dickinson College, and Ellsworth Tompkins, U.S. Office of Education. Encourages men and women of America to provide for and

support community college facilities in places where they are now needed and not now available. Fairleigh Dickinson College Press, Rutherford, N.J. Pp. 146.

### MAINTENANCE

**School Plant Maintenance.** Based on manuscripts prepared by Jack Elzay and Cleve O. Westby. Brings together principles and procedures simply stated to aid the school administrator in properly caring for the school plant. Order from American Association of School Administrators, 1291 14th St., N.W., Washington 6, D.C. Pp. 24. 25 cents.

**Administrative Housekeeping.** By Alta M. LaBelle, consultant in housekeeping service, and

Jane P. Barton, associate editor of the *Modern Hospital*. This volume covers the major problems with which the administrative housekeeper is confronted and proposes efficient methods that will reduce costs. Emphasizes practical down-to-earth methods with a minimum of theory. Includes information on personnel, purchasing, accounting, organization, safety, sanitation and cleaning techniques. G. P. Putnam's Sons, 2 W. 45th St., New York 19. Pp. 429. \$3.50.

### PUBLIC RELATIONS

**Public Relations for Teacher Education.** A guide for colleges and universities. Edited by George H. Holmes, director of the bureau of public relations and information services at Iowa State Teachers College. Prepared by the joint national committee on public relations of the American Association of Colleges for Teacher Education and the American College Public Relations Association. Designed to help teachers colleges and colleges of education analyze objectives and outline techniques so that the profession of teaching may be correctly and adequately interpreted to the general public. American Association of Colleges for Teacher Education, Oneonta, N.Y. Pp. 109. \$1.

### REFERENCE BOOKS

**Everyman's United Nations.** Presents the structure, function and work of the United Nations and its related agencies. Published by the United Nations Department of Public Information, New York. Pp. 313. \$1.25.

### TEACHING METHODS

**How It Feels to Be a Teacher.** By Mary V. Holman, director of guidance, public schools, Orange, N.J. How a teacher feels about the professional and social adjustments she must make and her approach to the experience in her life are a few of the problems examined. Bureau of Publications, Teachers College, Columbia University, New York 27. Pp. 267. \$3.25.

**Jack's Secret.** Revised edition. By the University of Florida Project in Applied Economics, the Florida State Board of Health, and the Florida Tuberculosis and Health Association. Designed to improve community living and to show effect of tuberculosis and the discovery and treatment of the disease. Project in Applied Economics, College of Education, University of Florida, Gainesville. Pp. 32. 10 cents.

**Self-Understanding: A First Step to Understanding Children.** By William C. Menninger, M.D., general secretary of the Menninger Foundation, Topeka, Kan. Discusses behavior patterns and attitudes of parents and teachers, and how these affect children's development, plus structure and development of the personality, recognizing and getting help with emotional problems, and maintaining good mental health. Science Research Associates, 228 S. Wabash Ave., Chicago. Pp. 49. 40 cents.

**The Young Poet.** West Virginia Educational Bulletin. Special issue on creative writing featuring an anthology of high school verse. Vol. XVIII, No. 4, December 1959. State Department of Education, Charleston, W.Va. Pp. 107.

**The Teaching of Arithmetic.** Part II, 50th Yearbook of the National Society for the Study of Education. Edited by Nelson B. Henry. Distributed by the University of Chicago Press, Chicago 37. Pp. 297. Cloth \$3.50, Paper \$2.75.

### OF GENERAL INTEREST

**How to Help Your Child in School.** By Mary Frank and Lawrence Frank, a member of the inter-professional advisory committee of the World Federation of Mental Health and chairman of the advisory committee, division of world affairs, National Committee on Mental Hygiene. Tells how the child grows and learns and how to make the home-school relationship the foundation for a full and happy life. Viking Press, 18 E. 48th St., New York 17. Pp. 368. \$2.95.



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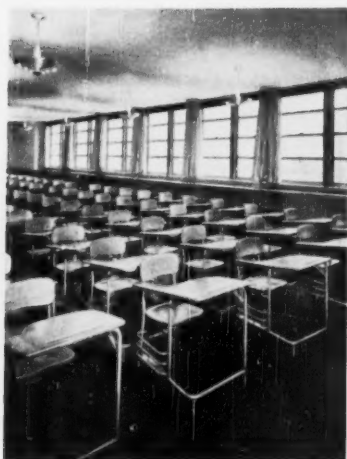
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**T**HIS RECENTLY completed Braintree, Massachusetts school is an excellent example of the way functional design with modern materials and equipment can not only meet present needs, but provide a sound base for those of the future. Maginnis and Walsh were the Architects. The installation of school furniture was arranged through Gledhill Brothers, Boston, Mass., distributors for Heywood-Wakefield Co., 1 Park Avenue, New York 16, N. Y.

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## NEWS...

### Michigan Works Out Research Project for Older Youth

LANSING, MICH.—The Older Youth Project has been started by Michigan's Department of Public Instruction in cooperation with the Department of Conservation as a research program for youth.

The project, which centers around Wall Lake Camp, is designed to explore some of the ways the community school program may more nearly meet the needs of all the youth. It emphasizes

work-learn experience for youths who are now in school but who are not receiving maximum benefits from the school program, and also for those who have left school and are now employed.

The W. K. Kellogg Foundation has made a grant of funds to the state board of education for the demonstration and research phase of the project. The project uses resources of the locality to guide and induct these youth. Three pilot communities, including Ann Arbor, Bay City, and Dearborn, have been

singled out for the initiation of the program, but other Michigan communities are expected to participate later.

The camp is located within the 14,000-acre Waterloo Recreation Area, on state deeded land containing hills, forests, open fields, lakes and streams. The 16 sleeping cabins and modern sanitary facilities will accommodate 142 persons. A large mess hall and fully equipped kitchen, as well as an administration building for staff quarters, help quarters, and a craft shop are on the site.

Under Michigan's plan, the educational program is concerned primarily with technical vocational training. It is felt that the effective way to meet the needs of a large number of older youths is this work-learn program in connection with the improvement of public lands, providing camp experience with basic experiences in democratic living, guidance, citizenship, conservation, health and physical development.

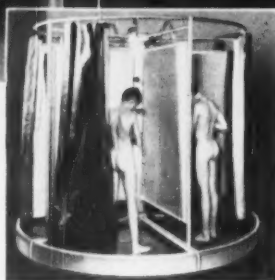


Bradley Shower installation at Mount St. Michaels Academy, Bronx, New York.

### Install Bradley Sanitary Multi-Stall Showers

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Bradley 5-Stall Shower Unit showing sanitary receptor and compact, space-saving design.

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*multi-stall showers*  
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### Study Project Set Up for More, Better Science Teaching

WASHINGTON, D.C. — A study project has been set up by the National Science Teachers Association of the National Education Association for better and more science teaching in United States schools.

A grant of \$4500 has been contributed by private donors for the project, which is expected to take about two years for completion. The results, to be published in one or more reports, will furnish information for the guidance of science teachers and other educational leaders who are called upon to recommend room arrangements, furnishings, equipment, supplies and other facilities for science instruction.

Robert H. Carleton, executive secretary of the association, said:

"More efficient and careful planning in science facilities of a school will not mean any significant increase in construction cost but rather a closer working relation between the architect and the science teacher."

### Michigan Business Officials Meet

GRAND RAPIDS, MICH.—The 14th annual meeting of the Michigan School Business Officials is being held here March 15 to 17. The out-of-state speaker for the opening program is Arthur H. Rice, managing editor of THE NATION'S SCHOOLS. President of MSBO is C. C. Crawford, superintendent of schools at Holland, Mich.

The Wakefield Star and Commodore both have translucent Plaskon reflectors which completely shield the lamps and, when the lamps are lit, have about the same brightness as the ceiling above. This is a basic requirement of supplementary lighting systems for co-ordinated classrooms.

**To Light a Co-ordinated Classroom**  
*you need a luminous indirect fixture like the*

*Wakefield* { **STAR (fluorescent)**  
**COMMODORE (incandescent)**

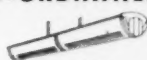
- ① Only a luminous indirect fixture like the Wakefield Star or Commodore will provide smoothly distributed, well balanced light, free from glare and sharp brightness contrasts.
- ② Only a luminous indirect fixture like the Wakefield Star or Commodore will create three-dimensional seeing conditions by making the ceiling the primary light source, with the fixture itself and the side walls becoming a secondary source.
- ③ Only a luminous indirect fixture like the Wakefield Star, which has a minimum of opaque cross-section and a maximum of translucency, will permit fullest transmission of upward beams of daylight from directional glass block.

Our new 20-page book, "Supplementary Lighting for the Co-ordinated Classroom", deals simply but comprehensively with modern classroom lighting. For your copy, write to The F. W. Wakefield Brass Company, Vermilion, Ohio.

**Wakefield Over-ALL Lighting**  
**BASIC FOR CO-ORDINATED CLASSROOMS**



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THE WAKEFIELD CEILING



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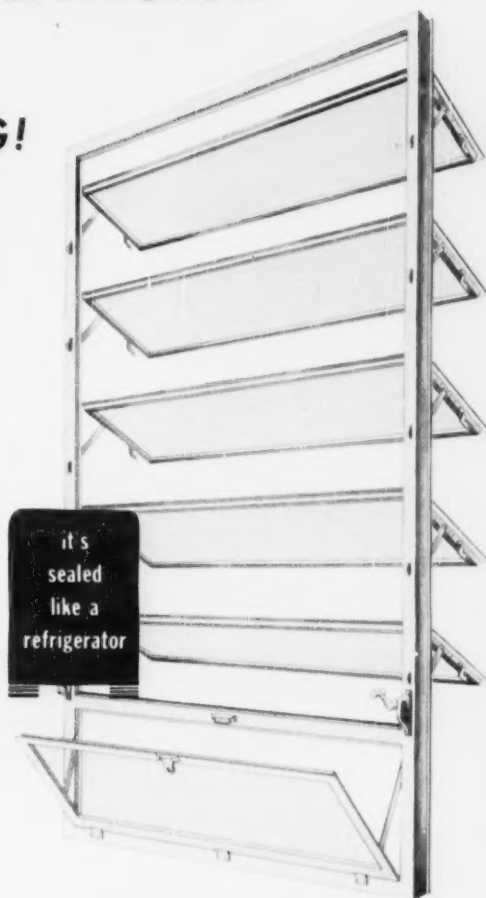
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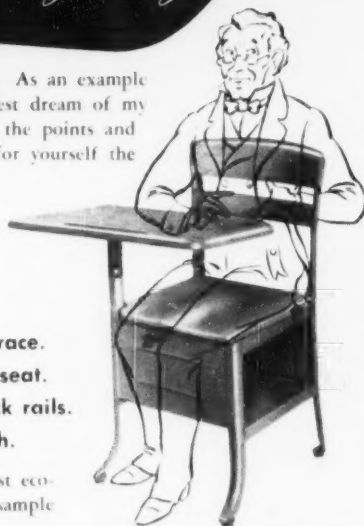
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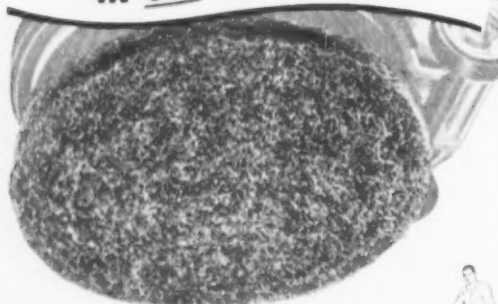
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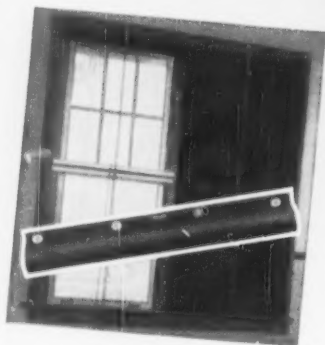


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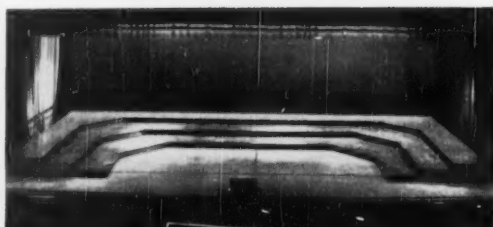
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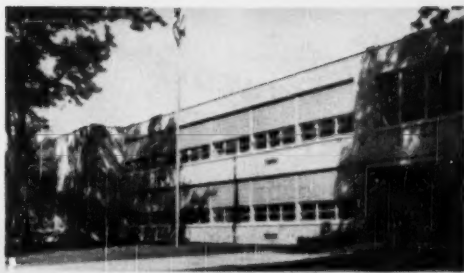
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THESE interior and exterior views of the new Central School, Wilmette, Illinois, show how effectively the PC Vision-Lighting Plan is used as an integral part of the architectural scheme. This plan is equally effective in modernization programs. The Soft-Lite\* Prism Glass Blocks installed here provide abundant daylighting, softly diffused and scientifically directed. They make possible sizable operating economies, too. Architects: Childs & Smith, Chicago, Ill.

\*The PC Vision-Lighting Plan is a construction for daylight openings consisting of orientation-keyed areas of PC Functional Glass Blocks (selected for sun or non-sun exposure) used with vision-ventilation areas as required.

\*T.M. Reg. Applied for.



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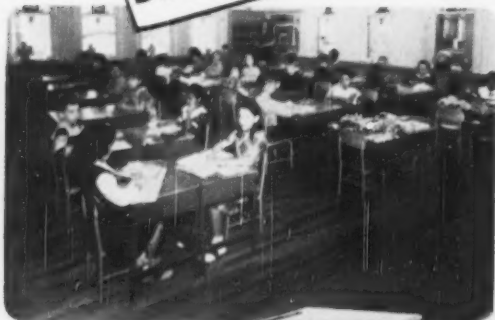
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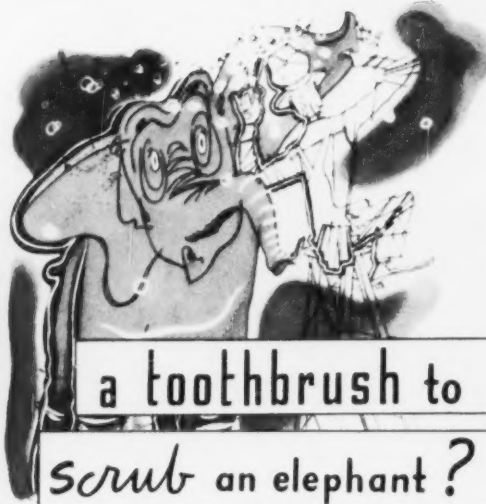
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That's why architects, flooring manufacturers, building managers, flooring contractors and maintenance men PREFER to endorse Hillyard SPECIALIZED floor treatment products and equipment for practical care of floors in hospitals, schools, gymnasiums, factories, public and private buildings.

Want to learn how Hillyard can simplify your floor care? Just mail the coupon. No obligation.

Consult the Hillyard trained floor expert in your vicinity  
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Please send us information on How to Cut Maintenance Costs in Half.

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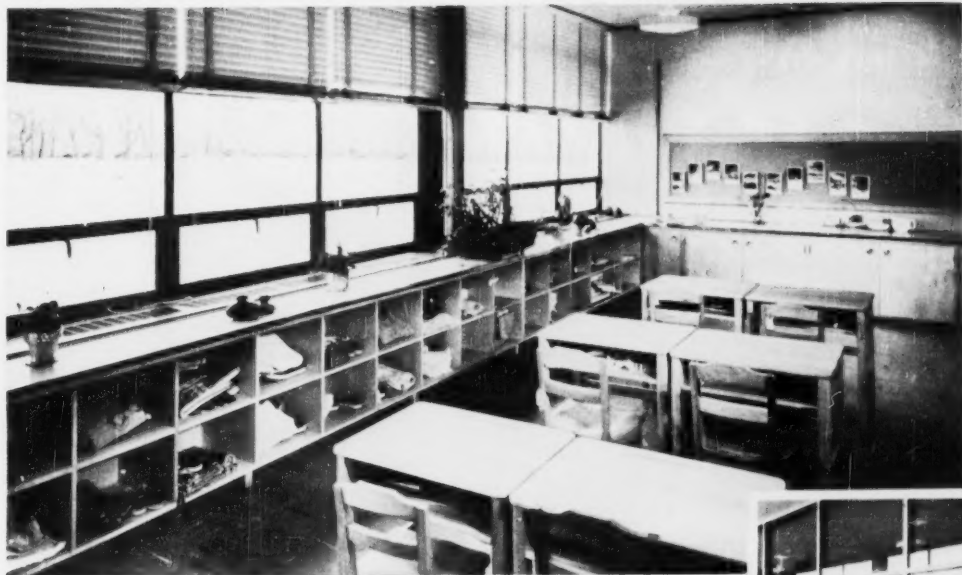
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Handsome, knock-resistant maple Weldwood Plywood storage cabinets, in natural finish, add much to this room's attractiveness, yet achieve completely the functional end desired.



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*...or modernizing your present one?*

### Check these practical ideas from the new Greenville School in Scarsdale, N. Y.

Why are school architects making more and more use of Weldwood Plywood?

This Scarsdale school, designed by Moore & Hutchins, tells part, yet not all, of the story.

These architects selected Weldwood hardwoods for closets and cabinets. In this way, they created furniture which is "tops" in carefree service and also extremely attractive in appearance.

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With Weldwood, you can have classrooms, auditorium and corridors panelled in beautiful hardwoods at sur-

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Open clothes closets lining both halls are of birch Weldwood, painted gray. This beautiful hardwood plywood is often given natural finish.

All architectural millwork is by Sanford Woodworking.



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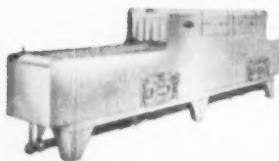
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The NATION'S SCHOOLS

# the 4-square features of Nairn Linoleum



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Lock shown at the top of the page is Master-Keyed RD-2.

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**WEBSTER ELECTRIC** *Program and*  
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{ Intercommunication . . . Radio Reception . . .  
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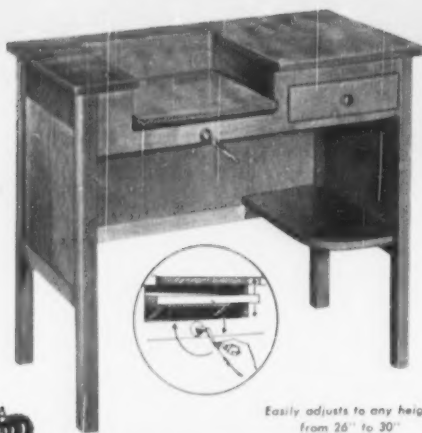
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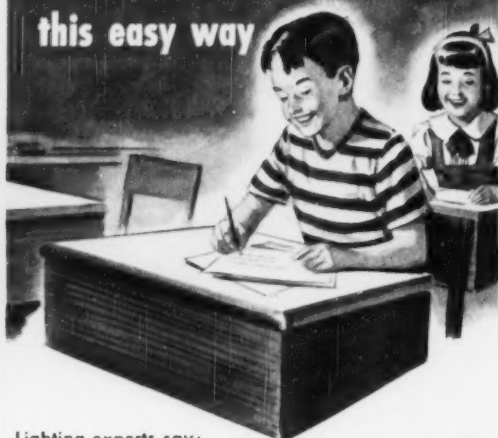
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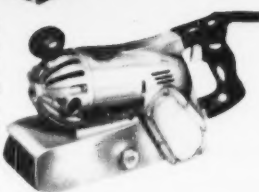
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Change old desks to  
eye-saving natural finish  
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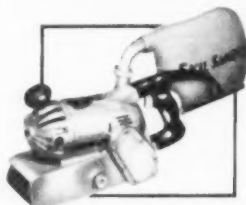
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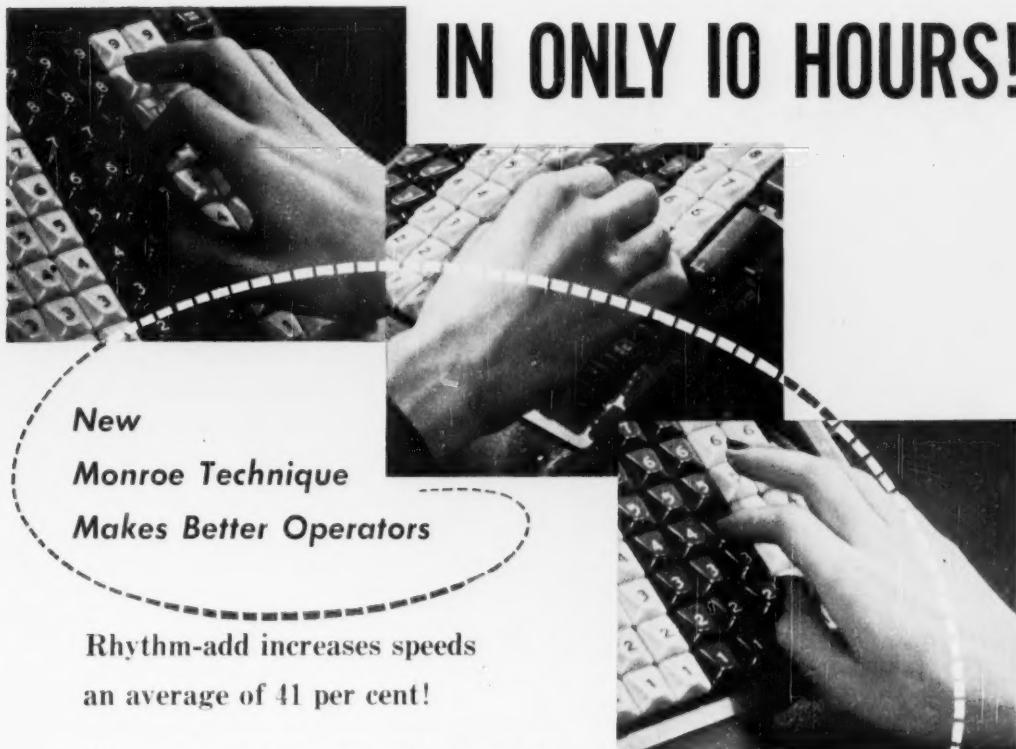
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Instruments in the Weston Model 901 matched group are self shielded against external magnetic fields... are accurate within  $\frac{1}{2}$  of 1%... tolerate wide fluctuations in temperature. They are available as d-c voltmeters, ammeters, milliammeters or microammeters; as a-c rectifier type voltmeters; and as a-c voltmeters, ammeters, milliammeters. Further details are given in Circular A-22-B, available through your Weston Representative—or from Weston Electrical Instrument Corporation, 610 Frelinghuysen Avenue, Newark 5, New Jersey... makers of Weston and Tagliabue instruments.

# WESTON Instruments

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- Applies the cleanser, scrubs, rinses if required, and picks up in ONE operation (vacuum performs quietly)
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- Self-propelled
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The new 418P Scrubber-Vac can be used for the dry work (polishing, et cetera) as well as the scrubbing. And all the refinements of Finnell's larger combination machines are embodied in this smaller unit. Has 18-inch brush ring.

### SEE IT IN ACTION ON YOUR OWN FLOORS!

Find out what you would save with a Finnell Scrubber-Vac. Finnell makes several models and sizes. For demonstration, consultation, or literature, phone or write nearest Finnell Branch or Finnell System, Inc., 204 East Street, Elkhart, Indiana. Branch Offices in all principal cities of the United States and Canada.

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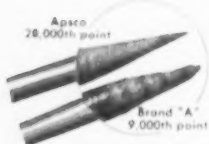
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### New Apsco vacuum clamp!

Now you can mount your sharpener on metal files and cabinets without screws or marring of surface. Holds your Apsco sharpener securely in any position.

\*United States Testing Co., Test Nos. 80988 and 81756.  
\*\*Pittsburgh Testing Laboratory, File No. 32990-1



**Buy on performance!** Your pencil sharpener dollars buy MORE when you specify Apsco. There's an Apsco sharpener for every need of home, school or office. See your Apsco dealer, or write for literature describing Apsco line.

*IT COSTS LESS... TO BUY THE BEST!*

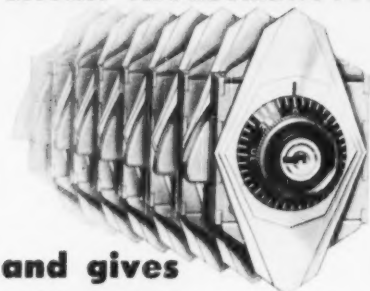
**AUTOMATIC PENCIL SHARPENER CO.**  
334 NO. FOOTHILL ROAD, BEVERLY HILLS, CALIFORNIA  
(Offices also in Rockford, Ill., and Toronto, Canada)

Please send literature and name of nearest Apsco dealer.

Name \_\_\_\_\_ Title \_\_\_\_\_  
School \_\_\_\_\_  
Address \_\_\_\_\_ Zone \_\_\_\_\_  
City \_\_\_\_\_ State \_\_\_\_\_

# Quality

**JUSTIFIES THE MODEST  
EXTRA INVESTMENT...**



**and gives  
you more  
lock value**  
in the lockers you purchase

No.  
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MASTERKEYED

## National Lock Built-In COMBINATION LOCKS

**smarter styling...longer life  
more protection...added value**

It may take a modest additional investment to purchase lockers equipped with National Lock built-in locks. But you'll be way ahead in the long run. For National Lock means practical styling for both beauty and greater visibility. It means rugged construction for dependable performance and longer wear. It means 3-number dialing for added locker security. Above all, National Lock means simplified control and complete, low cost protection year after year.

National Lock laboratory and vocational equipment locks and shackle locks are also quality-made to assure extra value. Write us about them.

SELECTED BY LEADING LOCKER MANUFACTURERS AS  
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## CLEARCITE

### Green Chalkboard

• "Easy on the eyes" (literally, so, too! The very best for good vision). Color harmony. Dense synthetic plastic surface. Long life . . . adaptable to any wall. ALL these CLEARCITE improvements make for heavy duty satisfaction . . . freedom from care . . .

#### ALUMINUM TRIM



Beautiful brush-satin finish. Snap-on wood or metal grounds.

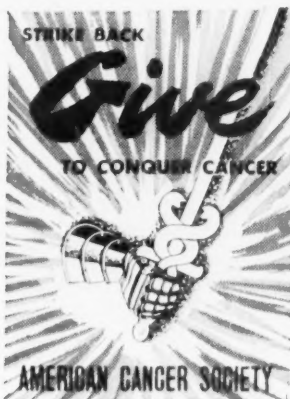
#### CORK BOARDS

Finest resilient cork . . . easier thumb-tacking and long life. In a number of thicknesses, with and without rigid backing. Choice of 5 attractive pastel colors: Desert Sand, Dusty Green, Gray-tone, Green-tone, Natural tan.



Send For Booklet 20

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Chicago 31, Ill.



## PAGE FENCE <sup>Since 1883</sup>

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**Safe!** When Page Chain Link Fence protects children on school playgrounds, parents and school officials experience peace of mind. Protection has been a major function of this sturdy, long-lasting fence for over 60 years. Consult the skilled Page Fence erecting firm near you. We will send name with fence data.

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in Monessen, Pa., Atlanta, Bridgeport, Chicago, Denver,  
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Direct (Liquid) Process Duplicator

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120 bright copies a minute—1 to 4 brilliant colors at once—direct from anything you type, write or draw—up to 300 clear-cut copies per master—finger-flip "Magic" Copy Control to assure all-over intensity of every copy throughout every run—on any weight paper or card—any size from 3" x 5" to 9" x 14". No stencils, no mats, no inking, no make-ready! That is the tremendous story of Ditto's new, revolutionary D-10 Direct (Liquid) Process Duplicator which sets a new precedent for economy, speed, quietness, long life and ease of operation. Beyond compare for school use, in classroom, administrative and extra-curricular activities!

### NOW! 49

#### NEW DITTO WORKBOOKS!

See for yourself how you can increase student interest—save yourself hours of classroom time—and virtually eliminate night work. Choose from any of the splendid new titles in the new Ditto Workbook Catalog. Send for FREE Lessons. Each page produces 200 Liquid or 100 Gelatin copies.

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# Why should *You* concern yourself with school doors?



No school can afford to be without the protection offered by this beautiful, inexpensive wood faced fire door.

United States Plywood Corporation carries the most complete line of flush doors on the market including the famous Weldwood Fire Doors, Weldwood Stay-Strate Doors, Weldwood Honeycomb Doors, Mengel Hollow-core Doors, Mengel and Algoma Lumber Core Doors, 1 1/2" and 1 3/4" with a variety of both foreign and domestic face veneers.



## WELDWOOD FLUSH DOORS

Manufactured and distributed by

**UNITED STATES PLYWOOD CORPORATION**

55 West 44th Street, New York 18, N. Y.

Branches in Principal Cities • Distributing Units in Chief Trading Areas  
Dealers Everywhere

**Stop to think about the matter and you'll agree—the doors in a school building have a heavy responsibility**

**They must be fire resistant** because today school officials and their architects recognize the need of providing substantially greater fire protection than is offered by the conventional lumber-core door.

**They must be beautiful** because the utmost in decorative qualities is now practicable without sacrifice of the safety factor.

**They must be durable** because — as you know so well — almost everything about a school building must be built to withstand abuse.

**They must be light weight**, easy to open and close because small children may be using them. School doors are in motion much of the time and, therefore, must be perfectly balanced and free from warpage.

You get all these desired qualities *and more* in the two Weldwood® doors described here. No other school doors on the market offer such a combination of features important to you.

**THE WELDWOOD FIRE DOOR** carries the Underwriters' Label for all Class B openings. It has the incombustible Kaylo® core with special construction and fireproofed edge banding. Standard flush faces are handsome birch veneers. A wide variety of other fine hardwood faces is available on special order. Combined with safety and beauty, Weldwood Fire Doors give you the maximum in durability, dimensional stability and resistance to vermin and decay. And you get all this in a light, easily manageable door. For example, the 3' x 7' size weighs only 84 lbs.

**THE WELDWOOD STAY-STRATE DOOR** is similar to the Weldwood Fire Door but is without the fireproofed edge banding. This door does not have the Underwriters' Label, but the incombustible Kaylo core gives it a high degree of fire protection. It is recommended for use where a labeled door is not specified, but where fire resistance is a desirable extra advantage. It is offered in the same wide variety of beautiful hardwood facings.

\*Reg. Trademark, Owens Illinois Glass Co.

*Write for interesting, informative literature*

# What's New FOR SCHOOLS

APRIL 1951

Edited by BESSIE COVERT

TO HELP YOU get more information quickly on the new products described in this section, we have provided the postage paid card opposite page 168. Just circle the key numbers on the card which correspond with the numbers at the close of each descriptive item in which you are interested. The NATION'S SCHOOLS will send your requests to the manufacturers. If you wish other product information, just write us and we shall make every effort to supply it.

## Peabody Furniture Line



The new Peabody furniture line is described as offering aircraft design and sturdiness in all items. Furniture in the new line includes a tubular table and chair unit which is designed for use in all grades from kindergarten through college; a lifting lid table and chair unit (illustrated); a tablet arm chair for lecture and class room use with book rack underneath, and a tablet arm chair with curved leg brace.

The line is sturdily constructed with tubular steel legs and frames, table pedestals bolted to box bottom for greater strength, top, seat and back of Northern Hard Maple finished with mar resistant "Celsyn," solid 13/16 inch hardwood bottoms for strength and rigidity, automatic adjusting back support and comfortable saddled seats on chairs. Tables are available with open front or lifting lid construction. In the latter the entire top lifts for complete access to storage space. The channel steel hinge support arms add reinforcement to the top and the friction type hinges are adjustable for tension to prevent slamming. The chairs are designed for correct posture in various heights. The line is modern in design, providing a maximum of comfort, leg room and working space. The Peabody Seating Co., Dept. NS, North Manchester, Ind. (Key No. 502)

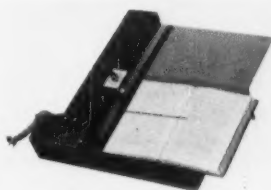
## Electric Hand Dryers

The complete line of Sani-Dri electric hand and hair dryers has been improved to provide shorter drying time. A new, faster-drying heating element and a new,

smaller oval nozzle which produces a more concentrated, quicker drying air stream are features of the new line.

Another feature of the improved machines is an instant starting, heavy duty switch. The new push-button switch is available on the semi recessed wall model in place of the recessed foot switch, if desired. A simplified timing device has also been introduced in the new models and the machines are equipped with a sealed, ball bearing motor requiring no lubrication. The improved features of the new machines are interchangeable with the parts in old machines purchased since 1929. The Chicago Hardware Foundry Co., Dept. NS, North Chicago, Ill. (Key No. 503)

## Reading Pacer



The new Keystone Reading Pacer is designed to pace rather than to force more rapid reading. A thin rod travels down the page as a pacer, thus assisting the student. The new Pacer is so constructed that it can be used with books of any size, the largest magazines and other reading material. It is designed for use with students fairly well equipped with basic reading skills. Keystone View Co., Dept. NS, Meadville, Pa. (Key No. 504)

## Economy Unit Masters

A new line of Economy Unit Masters is being introduced for short runs where low cost is a primary consideration. The new units are designed for general duplicating work, are attractively packaged and identified on both the box and the individual units. Wolber Duplicator & Supply Co., Dept. NS, 1201 Cortland St., Chicago 14. (Key No. 505)

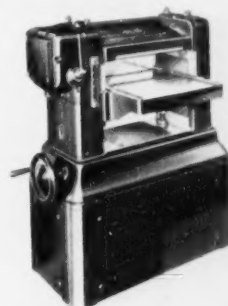
## Improved Shade Rollers

The Lifetime, Lubricated Bearing is a new development in Hartshorn window shade rollers which permits practically noiseless operation, smoother action and increases the life of the rollers. The firm, smooth-running bearing surfaces spin quietly with a minimum of frictional loss. Stewart Hartshorn Co., Dept. NS, 250 Fifth Ave., New York 1. (Key No. 506)

## Wood Planer

The new 13 inch single-surface wood planer No. 22100 is especially suitable for school shop use. It is designed for safety with all gears, pulleys and belts completely enclosed. The motor is out of the way within the sub-base and the safety-type chip breaker is long enough to protect fingers from the knives.

Known as the Delta-Milwaukee 13" Wood Planer, the unit is simple to operate and its height is convenient for students. It handles stock as short as 6 inch unbutted, as wide as 13 inches, as thick as 5 inches and as thin as 1/16 of an inch. The three-knife cutterhead takes 210 cuts per second, thus reducing the amount of subsequent sanding required. Other features of the new unit include a fingertip clutch control, a depth scale that can be read from any position, individual blade adjustment and stress-proof steel cutterhead. Delta



Mfg. Div., Rockwell Mfg. Co., Dept. NS, 600 E. Vienna Ave., Milwaukee 1, Wis. (Key No. 507)

### Portable Record Player



The new Model 1254 Deluxe Portable Changer Player P.A. System consists of a complete 15 watt public address system with 3-speed record changer and 12-inch speaker, self contained in a single carrying case. The 3-speed automatic changer is equipped with a dual-type crystal cartridge and is designed to play all types of records up to 12 inch. A built-in preamplifier permits quick conversion to magnetic type pickup. The 15-watt amplifier has separate bass and treble tone controls with controls for microphone and phonograph and permits mixing of microphone program with phonograph background. The entire system is housed in a compact carrying case finished in dark green leatherette and weighs only 40 pounds.

A second model, known as the 1253, is also available. It is similar to the 1254 except that it is equipped with a 3-speed phonograph motor and transcription type pickup arm and plays all types of records up to and including 16 inch transcriptions. **Rauland-Borg Corp., Dept. NS, 4523 Addison St., Chicago 18. (Key No. 508)**

### Slide File and Case

New items in the Index line for 2 by 2 inch slide projection include the GoldE Index Slide File and the GoldE Index Slide File Case. The file is made of a special plastic material and accommodates 40 slides mounted in glass, metal, plastic or paper binders. It is guaranteed by GoldE not to warp or twist out of shape under any climatic conditions.

Slide File Cases in 4 and 6 drawer units for storage and transportation of slide files are light in weight. The luggage type construction and interlocking corners ensure sturdiness and the cases are covered with custom tweed with tarnishproof hardware and plastic handles. Both pieces of equipment are designed for use with the new Index Slide Carriers recently introduced. **GoldE Mfg. Co., Dept. NS, 1220 W. Madison St., Chicago 7. (Key No. 509)**

### Vacuum Breaker

A new type vacuum breaker or back siphon preventer is being introduced with all working parts easily and quickly

replaceable. It is simple in construction, consisting of only three parts: the body, the water valve and a washer. The body is brass and is chrome plated on all exterior surfaces. It fits all types of Speakman flush valves and is designed to be assembled below the body of the flush valve.

The water valve is brass and can be easily removed for quick repair or replacement. The back siphon preventer is designed for effective vacuum breaking in all cases which may cause back-siphoning. Each unit is water tested before shipment. **Speakman Co., Dept. NS, Wilmington, Del. (Key No. 510)**

### Bus for Paraplegics

The Cub Paraplegic Carrier is a bus for transporting paraplegic or other crippled pupils without lifting them out of wheel chairs or stretchers. A boarding ramp is built into the side of the bus and can be used to board students from the sidewalk or from a boarding plat-



form, either in wheel chairs or on stretchers. A slight pressure rolls the ramp into operating position or stows it away in its own slide carrier under the bus body. The ramp is concealed when not in use by the extra large boarding door.

The interior of the carrier is so designed that it can be readily transformed from a bus with seats to a flat platform interior for latching wheel chairs to the floor. When seats are to be used, they are available in various sizes: high, low and semiprone, some with adjustable footrests at varying angles. The carrier may also be used with part of the seats in position and the balance of the space left clear for wheel chairs or stretchers.

The bus provides posture safety belts for all seats, substantial chrome plated arm rests, special safety glass, three emergency exit doors, all-steel welded frame, special exterior protective lights and all mechanical and operating safeguards. **Cub Industries, Inc., Dept. NS, White Pigeon, Mich. (Key No. 511)**

### Fiberglas Ceiling Board

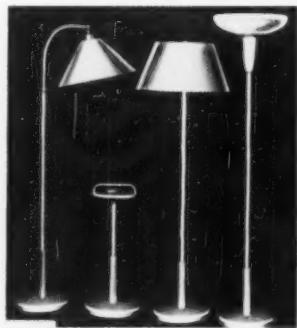
Noncombustible, economical and efficient thermally and acoustically, the new Fiberglas Ceiling Board is suspended on a grid system fabricated from extruded aluminum T-sections. The new ceiling board is rigid and light weight, composed of glass fibers bonded together with a stable resin. It is used with suspended ceiling construction, affording a durable, attractively finished ceiling, providing acoustical and thermal insulating properties, at an economical cost. Fiberglas Ceiling Board may be installed in new or existing construction and is adaptable both to large areas and to smaller offices and rooms.

The board can be cleaned with wall-paper cleaner or a vacuum cleaner with a simple aluminum nozzle without brush attachment. It may be spray painted with any good water-base paint without decreasing its acoustical value. For recessed lighting, boards may be replaced with sheet glass, plastic or egg crate type light diffuser panels. **Owens-Corning Fiberglas Corp., Dept. NS, Nicholas Bldg., Toledo 1, Ohio. (Key No. 512)**

### Contempo Lamps

A new line of lamps has been developed for use in hospitals and other institutions. The styling is designed to blend with any plan of decoration and the lamps have a platinum chrome, non-corroding, non-tarnishing finish. Shades are made of fiber-glass plastic that will resist fire, is washable with soap and water, and does not crack or peel.

The lamps have the General "Safety-rip" feature which permits tipping to an unusual degree without danger of falling, thus giving them added safety and durability for use in nurses' homes, dormitories, waiting rooms, lounges and similar locations. Their attractive modern appearance and silver cast finish make Contempo Lamps an asset wherever used. All fittings are solid turnings



of brass or steel. **General Lamps Mfg. Co., Dept. NS, Elwood, Ind. (Key No. 513)**

### Insecticide

A new low cost aerosol insecticide that can be used for both intermittent and continuous spraying is known as Safe-Lex. It is a self spraying insecticide with a new and different formula containing DuPont Methoxychlor. A light touch on the lever of the dispenser releases a fine insecticidal mist which reaches into cracks, crevices and under base boards and is effective against flies, fleas, mosquitoes, ants, roaches and silver fish. By inserting a paper clip or pin into the mechanism a continuous spray can be maintained for over night decontamination.

The spray is safe to use around food and people, kills quickly and comes packaged in a light hermetically sealed container which, when full, weighs 16 ounces. The insecticide is non-flammable, non-staining and pleasantly scented. **Bostwick Laboratories, Inc., Dept. NS, 706 Bostwick Ave., Bridgeport 5, Conn. (Key No. 514)**

### Toilet Partitions

A new type of toilet partition is being introduced which requires no overhead supports or braces and no posts to the floor. Known as Wal Sa Port, the partitions employ a cantilever type suspension which is permanent, rigid and is said to withstand hundreds of pounds of weight on its forward edge. The elimination of floor supports simplifies floor cleaning problems.

All construction is non-metallic, eliminating deterioration by corrosion and rust, and doors close quietly. Wal Sa Port Toilet Partitions are available for any compartment 2 feet 6 inches wide or over and can be installed in series with any number desired. **J. C. Petterson Co., Dept. NS, 3169 W. Mission Rd., Alhambra, Calif. (Key No. 515)**

### Electric Folding Machine

Eight basic folds can be performed with the new low cost electric folding



machine recently introduced. Simple in operation, the machine is versatile enough to serve in any office or public

relations department. A radio dial type of setting called the "Dial-a-Fold" sets the machine which will put two parallel folds in an average sheet at 10,000 per hour, feeding and stacking from the same end of the machine.

The new folder handles a wide variety of paper stocks, sizes and weights at high speed. Known as the Model "FM," the machine is three feet long, 18½ inches wide and 20½ inches high. It can be easily stored when not in use and requires a minimum of space when in operation. **Pitney-Bowes, Inc., Dept. NS, Stamford, Conn. (Key No. 516)**

### Safety Signal

A new horizontal windmill type traffic sign for school areas is being introduced. Known as the Roto-Signal, the sign contains a molded plastic vane reinforced with Fiberglas strands which is so light it catches any breeze and is constantly in motion. It is sturdily anchored in the



base to prevent tipping, even in a high wind. It has eight lettered sides which can be seen from all directions.

The unit has an all-steel base with vanadium steel ball bearing spinning mechanism for constant action without maintenance. It is light in weight but strong and is readily folded for transportation and storage. **Roto-Signal, Inc., Dept. NS, Brecksville, Ohio. (Key No. 517)**

### Projection Screen

A new screen is being introduced which is capable of reflecting a high degree of light and producing bright images without blacking-out classrooms. Known as the Vita Screen, the unit is made of optically prepared glass or plastic, retains its brilliance indefinitely and has no moving parts. The Vita Screen may be washed with plain water to maintain its brilliance. **The Vita-Lite Screen Co., Dept. NS, 239 "A" St., San Diego 1, Calif. (Key No. 518)**

### "Trip-L-Safe" Pioneer Coach



Three safety improvements in the design and construction of the new Pioneer school coaches have resulted in calling the 1951 line the "Trip-L-Safe." These improvements include the Super-Guard frame, which has been made stronger at every point with complete integration of all frame assemblies to provide strength in critical areas; Safe-T-Shield paneling for larger outside panels, unified by closer-spaced welding and riveting to frame, with inner and outer panels combining to form a strong shield with maximum protection against impact, and the Unibuilt body, completely integrated for resistance to impact and torsion.

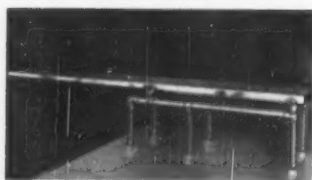
A number of refinements in styling and interior appointments have been added in the 1951 line which is designed to have additional length, width and headroom. Other features of the new coaches include increased visibility, streamlined styling, a wider entrance, newly-designed seats for passenger and driver comfort and an improved heating and ventilating system. **Superior Coach Corp., Dept. NS, Lima, Ohio. (Key No. 519)**

### Heavy Duty Sweeper

The new Model 1000 Wilshire Power Sweeper is an extra heavy duty model designed for sweeping lawns, playgrounds, playing fields, streets, alleys and other large areas. The new "Anti-Fatigue" seat on the Model 1000 is placed on the front of the sweeper to give the operator a full view of the sweeping area. A special dust control unit eliminates the dust problem by sucking all dust into an easily emptied hopper. A special roller guide permits sweeping right up to any obstruction without scraping or marring. The sweeper can be raised with a light touch on the foot pedal, enabling it to pick up larger objects.

The sweeper is of heavy, one-piece, welded steel plate construction and has an 8 h.p. air cooled engine. It is equipped with eight dual brushes of extra heavy duty construction and is available with a 36 inch sweep which can be extended to 42 inches by the use of a curb brush attachment and with a 48 inch sweep which would extend to 54 inches with a curb brush. **Wilshire Power Sweeper Co., Dept. NS, 4615 Alger St., Los Angeles 26, Calif. (Key No. 520)**

### Diving Board



A new American official regulation diving board is being introduced. It is solid laminated, constructed of top grades of clear, 100 per cent flat dense grain old growth Douglas fir, carefully selected for moisture content and texture. Each of the 12 laminated sections comprising the board is surfaced, planed and sanded to assure perfect glue joints. The laminated sections are then matched and permanently welded together by an exclusive process which employs both a special glue, resistant to high pressures and to water, and machine gluing under heat and pressure to join the sections into a strong integral unit. The board is then finish sanded and treated with a special seal to seal in the proper moisture content. The board comes in lengths of 12, 14 and 16 feet. American Playground Device Co., Dept. NS, Anderson, Ind. (Key No. 521)

### Mimeograph Stencils

Several new types of mimeograph stencils have recently been made available. Four types of special stencils are announced for mimeographing copies of music manuscripts and manuscript paper. These stencils are die impressed with staff lines for producing 10 staff, 12 staff, choral and band formats. Notes and other music symbols are easily added by hand with a stylus.

Legal documents can be produced in multiple copies with the two new mimeograph stencils introduced for this purpose. The marginal line is die impressed into the stencil, reproducing at the time copies are mimeographed, thus eliminating the need for using marginal lined paper. One of the new stencils has the line only die impressed into it and the other has both the line and numerals from 1 through 32 die impressed. The numerals are double spaced and located in accordance with standard document spacing. A. B. Dick Co., Dept. NS, 5700 W. Touhy Ave., Chicago 31. (Key No. 522)

### Film Schedule Chart

Anyone using 16 mm. films or scheduling audio-visual programs will be interested in the new Film Schedule Chart recently introduced. It is designed to help set up and administer a well organized film program by providing a place

to record pertinent facts concerning the daily scheduling of films. The program is presented at a glance, thus saving time and confusion. The chart has dark green lines on a white background, is reinforced top and bottom with wood strips, and comes with a manual providing directions for use. It is 44 by 36 inches in size. Film Research Associates, Dept. NS, 135 W. 52nd St., New York 19. (Key No. 523)

### Liquid Dispenser

Any fluid, from maple syrup to coffee cream, hot or cold, can be dispensed from the new Polar Ware Agmatic Liquid Dispenser. The amount dispensed can be accurately controlled from 1/2 ounce to 4 ounces in one stroke.

The Agmatic pump, a simple patented assembly, automatically agitates all fluids with every stroke so that fruit and vegetable juices or soup or puree are dispensed uniformly for all servings.



Nothing can drip into the contents of the dispenser. It is made of stainless steel and can be taken apart for cleaning in 30 seconds and reassembled in the same time. There are few parts and the double walls are insulated with Fiberglas. Thus hot beverages or soups can be kept hot for approximately two hours and cold drinks remain chilled for a six hour period when the ice compartment at the bottom of the dispenser is filled. Polar Ware Company, Dept. NS, Sheboygan, Wis. (Key No. 524)

### Liquid Carbonator

A new Atomic Carbonator for soda fountains in lunch rooms and gift shops employs a new principle of instantaneous triple action carbonation. With the new carbonator a large storage tank is unnecessary since carbonation is complete in one pass through the aspirator system. The capacity of the carbonator is the capacity of the pump and motor supplying water. The new unit is small and compact and has no moving parts. The Liquid Carbonic Corp., Dept. NS, 3100 S. Kedzie, Chicago 23. (Key No. 525)

### Intercommunicating Telephones

A new series of intercommunicating telephones is being offered over the name "Idealfone." The Type 4 "Idealfone" System consists of a compact plastic speaker cabinet for the executive's desk connected to a handset "Idealfone" for the secretary's desk. A new scientific principle is employed in the system to provide adequate speaker volume and sensitive microphone facilities for the executive's office without need for either a vacuum tube amplifier or "talk-listen" key.

Other systems in the "Idealfone" group employ compact plastic handset telephones which are adaptable to either desk or wall use and which use push-button signaling and a single metallic talking circuit. Through various combinations of single-button and six-button telephones "Idealfone" Systems Types 1, 2 and 3 offer facilities for serving two to eight stations on a code ringing, selective ringing or master station basis. Automatic Electric Co., Dept. NS, 1033 W. Van Buren St., Chicago 7. (Key No. 526)

### Fruit Juicer

The Zippy Juicer has recently been taken over by the Sweden corporation and is to be known as the Sweden Speed Juicer. The juicer has been improved by the use of a stainless steel juice bowl and other changes to give greater precision fit of parts and greater efficiency in use.

All plastics and metals used in the juicer are impervious to fruit acids. The motor is a heavy duty 1/4 h.p. completely enclosed model. Feeding is automatic so that no plunger is required to press fruits into the juice and the disintegrator knife severs juice cells without bruising, thus retaining the full vitamin content. The juice is finally extracted by centrifugal force. The juicer is finished in white baked enamel. Sweden Freezer



Mfg. Co., Dept. NS, 3401 Seventeenth Ave. W., Seattle 99, Wash. (Key No. 527)



## Gypsum Wallboard

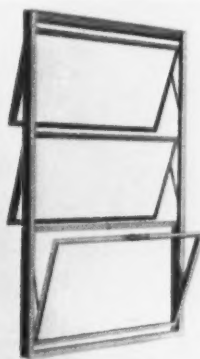
A new type of gypsum wallboard designed to meet code requirements for fire-resistant construction has been announced. Known as Firestop Bestwall, the product is designed for new construction or remodeling. It is strong, rigid, dimensionally stable and will not crack, warp or buckle. It is designed for use for interior walls or partitions, bearing or non-bearing.

The increased fire-retarding properties of Firestop Bestwall are achieved by adding certain incombustible ingredients to the gypsum core of the board which substantially alter its characteristics under heat. A single layer of  $\frac{3}{8}$  inch thick Firestop Bestwall board applied on both sides of a load-bearing wood stud partition proved to have a fire-resistance rating of one hour in a standard fire test conducted by the Underwriters' Laboratories. **Certain-teed Products Corp., Dept. NS, 120 E. Lancaster Ave., Ardmore, Pa. (Key No. 528)**

## Aluminum Windows

The new Donovan Universal Aluminum Windows are being introduced in awning, projected and casement types. The new windows feature Alcoa hollow extruded aluminum sash sections. Corner sections in the sash are joined by a barbed right angle wedge driven into the hollow sash members, then welded for rigidity.

Simplified sash control is provided in the new windows through the multiple operating feature of the awning and projected types which provides lower vent opening, closing and locking of all upper vents. Awning type windows permit draft-free ventilation, and enable both sides of the windows to be washed from inside the building. Awning, projected and casement type windows are available in a wide range of stand-



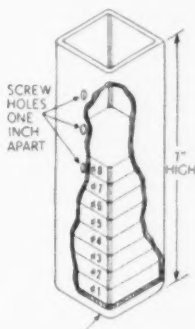
ard sizes and in special sizes on order. Awning and projected types are available with sash independently operated or

equipped with automatic multiple operating hardware. Manually and electrically operated remote controls can be supplied for operation of high windows beyond reach. **Universal Window Co., Dept. NS, 950 Parker St., Berkeley 2, Calif. (Key No. 529)**

## Leg Adjusters

Table desk legs can be adjusted to the needs of the individual or group with the new die cast Adjusters recently introduced. The Adjusters fit over the bottom of table desk legs of standard design, whether square, round or tapered. Each Adjuster will hold from one to eight of the  $\frac{1}{2}$  inch filler blocks provided, thus raising the desk from  $\frac{1}{2}$  to 4 inches to meet requirements for comfort and correct posture. The Adjusters are rigidly attached to table desk legs by driving one or two screws. Once attached, necessary adjustments can be made easily without special tools.

Adjusters are zinc die castings with a baked enamel finish and are available



in standard colors to match schoolroom equipment. They permit flexibility in utilization of desks and keep handling and storage to a minimum. Adjusters can also be used as gliders. **School Specialties, Inc., Dept. NS, 4 Hunting St., Wellesley Hills, Mass. (Key No. 530)**

## Table Model Duplicator

A new improved low cost duplicating device has been announced. It is a table model that reproduces from a single master sheet anything typewritten, drawn or printed in as many as five colors at a single turn of the handle. Known as the Duplicopy Duplicator, the machine is light in weight and economical in operation. The master sheet is inserted into the typewriter, the message written, sketch included if desired, and the sheet fastened to the cylinder of the device so that reproductions are ready in a matter of minutes. **Duplicopy Co., Dept. NS, 224 W. Illinois St., Chicago 10. (Key No. 531)**

## Portable Radio



Designed especially for school needs, the new Model B 100 portable radio has exceptional tone quality, a powerful amplifier and a 6 inch loudspeaker for use even in poor locations. It is ruggedly constructed with a sturdy cabinet with metal grille to protect the speaker. The tuning knob is also built to stand rough use.

The radio is designed to permit additional amplification for large areas by connection to the jack provided. The jack may also be used for headphones when desired. The manufacturer states that the unit has Underwriters' Laboratories' approval. **Newcomb Audio Products Co., Dept. NS, 6824 Lexington Ave., Hollywood 38, Calif. (Key No. 532)**

## Floor Seals

Four hour drying time is claimed for two new floor seals introduced by Turco Products. No-Per-Vex is a nonpenetrating surface type seal for glossy finish. Nu Vex is a deep penetrating material for use where a satiny wax finish is desired. Both seals can be applied with lamb's wool applicators. The seals require no dilution or thinning and meet the requirements of the Maple Flooring Manufacturers Association and of federal specifications, according to the manufacturer. The fast drying feature makes them of interest for institutional use since it reduces the time an area must be closed to use. **Turco Products, Inc., Dept. NS, 6135 S. Central Ave., Los Angeles 1, Calif. (Key No. 533)**

## Water Cooler for Children

The new junior Model HJ 6 drinking fountain is a self-contained electric water cooler designed for children. It is only 33 $\frac{3}{8}$  inches high and delivers about nine gallons of cooled drinking water per hour under average conditions. This should serve approximately 100 children adequately per hour.

The unit is constructed with the same full-sized parts used in Standard Cordley water coolers and has a completely sealed hermetic refrigeration system. It meets exacting municipal refrigeration-plumbing code requirements, according to the manufacturer, and is Underwriters' Laboratories approved. **Cordley & Hayes, Dept. NS, 443 Fourth Ave., New York 16. (Key No. 534)**

## Product Literature

• Detailed, informative information on the new **Wakefield Luminous-Acoustical Ceiling** is now available in literature prepared by The F. W. Wakefield Brass Co., Vermilion, Ohio. This modern type of artificial lighting blends architectural considerations with lighting, acoustical, construction and distribution factors. Providing a completely luminous ceiling which affords diffused light as well as acoustical treatment, the Wakefield Ceiling consists of fluorescent lamps suspended from the structural members above. About 12 inches below the lamps are translucent corrugated plastic sheets. Suspended below these sheets at 36 inch intervals are perforated acoustical baffles, wedge shaped in cross section and filled with sound absorbing material. The result is a ceiling offering intensities ranging from 50 footcandles to substantially higher levels of light which is completely diffused (glareless), with shadows at a minimum in a restful, subdued atmosphere due to the acoustical treatment. Full data on the new ceiling includes instructions for maintenance which is easily handled by removing the plastic sheets. (Key No. 535)

• A comprehensive catalog on "**Kardex Visible Record Control**" has recently been published by Remington Rand Inc., 315 Fourth Ave., New York 10. The new 80 page catalog has been completely revised and brought up to date in the matter of all phases of the Kardex Visible Control principle. Included are data on the various combinations of record forms, the variety of colored signal control methods and new computing charts. (Key No. 536)

• A new two color catalog on "**Fenestra Hollow Metal Swing Door Units**" has been released by Detroit Steel Products Co., 2250 E. Grand Blvd., Detroit 11, Mich. Doors described in the new catalog include entrance doors and Underwriters' B-Label Door Units for both single and double openings. Uses, advantages, installation data, construction features, hardware and equipment are included in the catalog which also charts types and sizes. (Key No. 537)

• The 1950-51 edition of "**Marble Fore-cast**" is now available from the Marble Institute of America, Inc., 108 Forster Ave., Mt. Vernon, N. Y. Containing full data on the availability of foreign and domestic marbles, the booklet also lists the membership of the Marble Institute of America. (Key No. 538)

• The National Film Board of Canada, 1270 Avenue of the Americas, New York 20, has issued its 1950-51 Catalogue of 16 mm. Sound Films available for sale and rental in the United States. (Key No. 539)

• Catalog information on **Von Duprin Fire and Panic Exit Devices** is available in a recently published booklet available from Vonnegut Hardware Co., Von Duprin Div., Indianapolis 4, Ind. The full line of locks and exit devices manufactured by the company is illustrated with complete descriptive information. (Key No. 540)

• A most informative and interesting catalog on **Ceco Open Web Steel Joists** has been published by Ceco Steel Products Corp., 5601 W. 26th St., Chicago 50. The 26 page booklet interestingly presents descriptive information on steel joists and their many uses, gives technical data and charts, and shows diagrammatic drawings illustrating details and dimensions of accessories. Included in the information are instructions for erecting, longspan construction data and longspan load tables. (Key No. 541)

• The new portfolio-sized **Color Calibrator and DeLuxe Color Book** offered by Pratt & Lambert-Inc., 75 Tonawanda St., Buffalo 7, N.Y., is designed to assist anyone to create harmonious color schemes quickly. The small Color Calibrator is in book form and contains a 12 spectrum color wheel. The wheel is divided into 12 pie-shaped segments or color families, each designated by code letters for ready identification. Patented pointers fixed at the hub of the wheel quickly and accurately assemble from two to six colors in harmonious relationship, appropriate for any interior decoration. The companion DeLuxe Color Book contains two sheets each of 100 carefully selected decorative colors. Each sheet is perforated into 30 rectangular color swatches which can be easily torn out and used with other colors in assembling a complete color plan. On the back of each swatch is printed the color name and the code letters which key it to one of the corresponding color families shown on the Color Calibrator. (Key No. 542)

• The various uses of Pneumatic Tube Systems are illustrated and described in **Bulletin No. 11** recently published by Standard Conveyor Co., North St., Paul 9, Minn. The bulletin describes four modern installations and discusses savings effected by them. (Key No. 543)

• The new **Stansi Chicago Laboratory Supply Catalog No. 150** is a complete, 320 page volume giving full data on the line of laboratory equipment and supplies offered by the Standard Science Supply Co., 1231 N. Honore St., Chicago 22. Each piece of apparatus is carefully described and illustrated and in addition there is an explanation of its use in the laboratory. The attractively laid out and printed catalog is fully indexed and provides a complete reference source. (Key No. 544)

• The full line of chalkboards, cork bulletin boards, erasers, eraser cleaners, duplicators, window shades and lightproof shades manufactured by Beckley-Cardy, 1632 Indiana Ave., Chicago 16, is described in the new **Products Catalog No. 250** recently released. Printed in color and profusely illustrated, the catalog contains reference data, specifications and other information helpful in the selection of this type of material. The catalog is fully indexed. (Key No. 545)

• Twenty-five hundred repair parts and precision tools for the maintenance of all types of plumbing fixtures are described and illustrated in the new 118 page catalog, **Edition F**, available from J. A. Sexauer Mfg. Co., Inc., 2503 Third Ave., New York 51. The catalog also describes service rendered by Sexauer technicians throughout the country which includes making surveys of existing plumbing installations, training mechanics in proper repair procedures and providing expert assistance in this field. (Key No. 546)

## Film Releases

Seven new biographical films on the lives of American statesmen: George Washington, Alexander Hamilton, John Marshall, John Quincy Adams, Andrew Jackson, John C. Calhoun and Daniel Webster, all 16 mm., 2 reels, black and white, sound. Three new filmstrips covering aspects of conservation, economics and geography, "Soil Conservation," "Basic Economics" and "Our North American Neighbors," each consisting of about 60 frames. **Encyclopaedia Britannica Films Inc., Dept. NS, Wilmette, Ill.** (Key No. 547)

"Journey to Banana Land," 16 mm. color film, 21 min., sound. **Institute of Visual Training, Dept. NS, 40 E. 49th St., New York 17.** (Key No. 548)

Complete basic primary reading library in 3 parts: First Grade Reading Set, 7 filmstrips in color, 1 in black and white; Second Grade Reading Set, 5 filmstrips in color, and Third Grade Reading Set, 5 filmstrips in color. Series of 3 filmstrips, "These Untrained Tongues," covering "The Nature of Speech Defects," "How Speech Defects Develop" and "What Speech Defects Are Doing," in color, with manual, "Metal Working Series," 4 filmstrips based on the book, "Modern Metalcraft," by John A. Feiler, produced cooperatively with Charles A. Bennett Co., Inc. "The Story of Abraham Lincoln," 35 frames, color. "The Story of George Washington," 28 frames, color. Fraction Series, 8 filmstrips in black and white, produced in cooperation with Joseph I. Urbancek, Chairman, Dept. of Mathematics, Chicago Teachers College, to explain the basic concepts related to fractions. **Society for Visual Education, Inc., Dept. NS, 1345 W. Diversey Pkwy., Chicago 14.** (Key No. 549)

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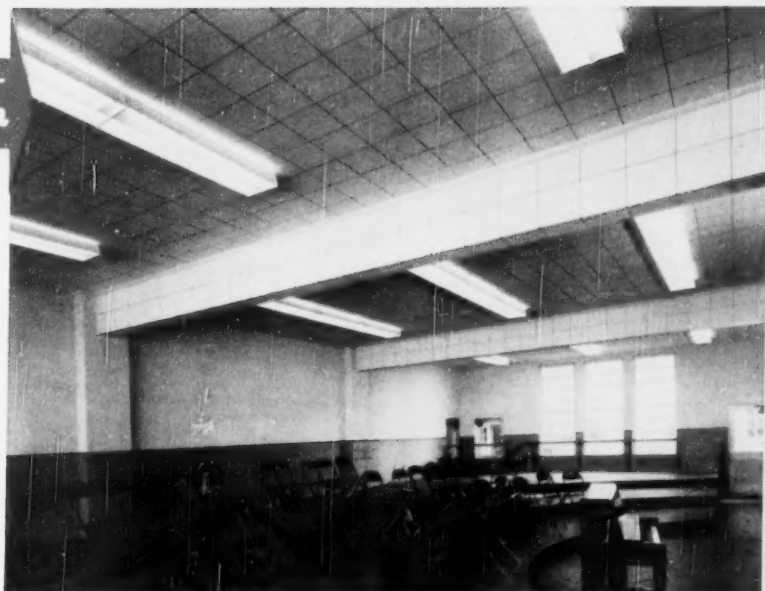
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## Music Rooms—Classrooms—Auditoriums—Corridors ... they all need SOUND CONDITIONING

Much of the irritating and distracting noise in classrooms, corridors, gymnasiums and lunch rooms is due to excessive reflection of sound from hard walls, ceilings and floors. In auditoriums, band and music rooms, excessive reverberation often results in the rooms being of little use for their intended purpose.

The installation of Simpson Acoustical Tile on ceilings or walls greatly reduces annoying sounds which cause noise-fatigue

on the part of students and teachers. Properly installed in auditoriums, band and music rooms it insures reduction of reverberation to the correct value.

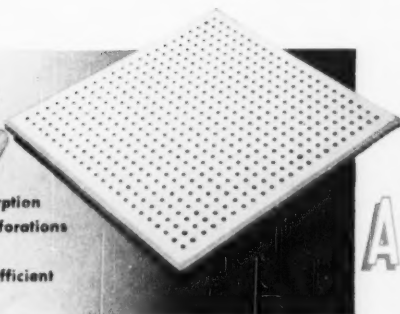
School officials and architects are quick to recognize the FIVE BIG exclusive features of Simpson Acoustical Tile. Simpson—and only Simpson Acoustical Tile offers all five features listed below. Contact the Simpson Acoustical Contractor nearest you. He is listed at the left.

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4. Finished Bevels
5. Most Beautiful and Efficient



**Simpson**  
QUALITY SINCE 1895

# ACOUSTICAL TILE

For Better Sound Conditioning





## Will Your New School Building Make Students Better Spellers?

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Naturally, no school building can increase a student's natural *aptitude* for spelling.

But the right kind of environment *can* do wonders for a child's *attitude*—can make him more alert and responsive, more interested. In that way, your new school building literally can make students better spellers.

Experience shows, for example, that most children improve noticeably when moved from stuffy, overheated surroundings to classrooms in which level temperatures, adequate fresh air and proper humidity are constantly provided.

Knowing this, more and more educators are choosing Honeywell automatic controls for their new schools. Honeywell equipment has been

*proved* more accurate, more dependable. Honeywell controls are simpler, too—consistently cost less to maintain. And Honeywell has the largest, most widespread staff of service experts in the industry.

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